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ABSTRACT

The items in this report represent the proceedings of a national conference that explored ways in which community colleges can serve the nontraditional student. The report contains the program for the two-day conference, a list of the participants and their addresses, and excerpts from speeches on the following topics: assessing past performance of the community college; ways to help students with poor reading and writing skills; and an evaluation of community college education. Another address, on the future of community college education and the needs of adult learners, is included in its entirety. Selected panel presentations are summarized in outline form and deal with these questions: Have the student services of the community college provided for the successful development of the nontraditional student? What course content and modes of instruction will be required to meet the needs of the future community college student? and, Should the changing community college require special programs? The report also includes summaries of ten workshops on a variety of topics, including ways to meet the needs of foreign students and the handicapped, possible solutions to specific teaching problems, and methods for evaluating the effectiveness of particular programs. (MAI)

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Proceedings

Conference on Education in the Community College for the Non-Traditional Student

March 30-31, 1978

Community College of Philadelphia

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The "Conference on Education in the Community College for the Non-Traditional Student" would not have been possible without the support of three senior administrators at Community College of Philadelphia: Paul M. Sherwood, Dean of Students, Allen T. Bonnell, President, and especially, Raymond A. Pietak, Provost.

The success of this well received program was in large part the result of efforts of our colleague, Florence Fishman, Professor of Counseling, founder and director of the Learning Laboratory, and one of the four conference planners.

Florence died on August 11, 1978.

This conference was yet another example of her commitment to improving the educational environment for non-traditional students. These proceedings are therefore, dedicated to our friend and colleague, Professor Florence Fishman.

Dear Conference Participants:

Thank you for attending the "Conference on Education in the Community College for the Non-traditional Student." Your participation made the conference a success. Hopefully, this was as rewarding and productive an experience for you as it was for the conference planners.

We are especially grateful to Kathy McCarron Sikora and Julie Levitt for their help in handling the registration and logistics of the conference, and to Laura Blakeman and Anne Ruberg for their assistance in preparing the conference proceedings.

Best Regards,

The Conference Committee
Marjorie P. Dugan
Thomas R. Hawk
William C. Thompson

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PROGRAM

Thursday, March 30, 1978 — General Assembly

introduction: Allen T. Bonnell, Community College of Philadelphia
speaker: William Moore, Jr., Ohio State University
topic: "Assessing Past Performance of the Community College"
recorder: Steven C. Glogger, Community College of Philadelphia

Panel A

topic: "HAVE THE STUDENT SERVICES OF THE COMMUNITY COLLEGE PROVIDED FOR THE SUCCESSFUL DEVELOPMENT OF THE NON-TRADITIONAL STUDENT?"
moderator: William Moore, Jr., Ohio State University
panelists: Margaret Grip, Community College of Philadelphia
Dolores Bullard, Bronx Community College
Calixto Marques, United States Office of Education
Helen Faust, Community College of Philadelphia
recorder: Dino Fiabane, Community College of Philadelphia

Panel B

topic: "IS THE COMMUNITY COLLEGE PROVIDING APPROPRIATE COURSE CONTENT AND MODES OF INSTRUCTION FOR THE NON-TRADITIONAL STUDENT."
moderator: Morton Botel, University of Pennsylvania
panelists: Marjorie Johnson, Temple University
Lorraine Beitler, New York Community College
Lester Bazinet, Community College of Philadelphia
Harry Frisz, Bronx Community College
David Shore, Prince George's Community College
recorder: Samuel Hirsch, Community College of Philadelphia

Panel C

topic: "COMMUNITY COLLEGES HAVE DEVELOPED VARIOUS SPECIAL PROGRAMS TO HELP THE NON-TRADITIONAL STUDENT. HAVE THESE PROGRAMS SUCCEEDED?"
moderator: John Roueche, University of Texas at Austin
panelists: Mary Hoover, University of Pennsylvania
Virginia Allen, Temple University
Aram Terzian, Community College of Philadelphia
recorder: Mary Anne Duffy, West Chester State College

General Assembly

introduction: Paul M. Sherwood, Community College of Philadelphia
speaker: Morton Botel, University of Pennsylvania
topic: "The problems of all teachers: helping students with weak reading and writing skills."
recorder: Adele Magner, Community College of Philadelphia

WORKSHOP 2

topic: "BRAINSTORMING A SPECIAL PROGRAM: DEVELOPMENT AND IMPLEMENTATION."
presenters: David Shore and Beatrice Tignor, Prince George's Community College
recorder: Joseph W. Hummel, Community College of Philadelphia

WORKSHOP 3

topic: "LEARNING CENTER: ACCESS TO INSTRUCTIONAL OPTIONS FOR MORE EFFECTIVE LEARNING."
presenters: Lorraine Beitler, New York Community College
Harry Frisz, Bronx Community College
recorder: Samuel Hirsch, Community College of Philadelphia

WORKSHOP 4

topic: "HOW TO MEET THE UNIQUE NEEDS OF THE ESL/BL STUDENT."
presenters: Virginia Allen, Temple University with
Susana Daniele, Community College of Philadelphia
recorder: Steven C. Glogger, Community College of Philadelphia

WORKSHOP 5

topic: "HOW TO UNLOCK THE 'MYSTIQUE' OF READING AND WRITING INSTRUCTION FOR THE CONTENT TEACHER."
presenters: Kit Foster, Ann Gill, Judith Kean, Gregory Williams, Community College of Philadelphia
recorder: Joseph Howard, Community College of Philadelphia

WORKSHOP 7

topic: "HOW TO MEET THE NEEDS OF THE HANDICAPPED STUDENT."
presenters: Yona Dimond Dansky, Services for the Deaf Free Library of Philadelphia
Sharon Woltz, Community College of Philadelphia
recorder: Mary Anne Duffy, West Chester State College

WORKSHOP 16

topic: "IT'S PRIMARILY A THINKING PROBLEM"
presenters: Marjorie Johnson, Temple University with
Thelma Reese, Elaine Atkins, William Straff, Community College of Philadelphia
recorder: Dino Fiabane, Community College of Philadelphia

WORKSHOP 17

topic: "THE KEY TO THE ANSWER IS THE QUESTION."
presenters: Donald Leeds, Wagner College
Dorothy Minkoff, Trenton State College with
Irene Delpino, Community College of Philadelphia
recorder: Max Eirich, Community College of Philadelphia

WORKSHOP 6

topic: "CHOOSING A TEXT"
presenters: Josephine Wolfe with John Pinto, Community College of Philadelphia
recorder: Dea Zuckerman Mallin, Community College of Philadelphia

WORKSHOP 15

topic: "PLANNING AND TEACHING AN INTEGRATED REMEDIAL COURSE IN READING AND WRITING."
presenters: Valarie Swain Cade, University of Pennsylvania
Manuel Darkatsh, Doreen Saar, Camden County Community College
recorder: Adele Magner, Community College of Philadelphia

WORKSHOP 9

topic: "THE SPECIAL NEEDS OF THE RETURNING STUDENT"
presenters: Helen Faust, Matthew Hurley, Community College of Philadelphia
recorder: Max Eirich, Community College of Philadelphia

WORKSHOP 10

topic: "IN WHAT AREAS CAN THE PEER COUNSELOR PLAY AN EFFECTIVE ROLE?"
presenters: Sandy Kunz, Community College of Philadelphia
Susan Sparks Schuehler, Bucks County Community College
recorder: Vince Castronuovo, Community College of Philadelphia

WORKSHOP 11

topic: "USING AUDIO-TUTORIAL/AUDIO-VISUAL MATERIALS IN INSTRUCTION."
presenters: Joseph Barrett, George Beers, Community College of Philadelphia
Robert Bateman, Stan Russo, Tom Valer, Brookdale Community College
recorder: Adele Magner, Community College of Philadelphia

SPECIAL WORKSHOP #1

topic: "HELPING THE NON-TRADITIONAL STUDENT THROUGH INSTRUCTIONAL TELEVISION."
presenter: Len Keller, Cambridge Press
recorder: Dea Zuckerman Mallin, Community College of Philadelphia

SPECIAL WORKSHOP #2

topic: "LEARNING MORE ABOUT COMMUNITY COLLEGE OF PHILADELPHIA" (FILM)
presenter: George S. Beers, Community College of Philadelphia

GENERAL ASSEMBLY

introduction: Robert S. King, Community College of Philadelphia
speaker: John Roueche, University of Texas at Austin
topic: "Where Are We Now in Community College Education?"
recorder: Dea Zuckerman Mallin, Community College of Philadelphia

Friday, March 31, 1978

WORKSHOP 1

topic: "APPROACHES TO TEACHING WRITING."
presenters: Martha Bernstein, Joseph Hummel, Adele Magner, Paul McGarvey, Community College of Philadelphia
recorder: Judith Kodroff, Community College of Philadelphia

WORKSHOP 2

topic: "HOW TO DEVELOP AND IMPLEMENT A SPECIAL PROGRAM."
presenters: Marjorie Dugan, Helene Gerstein with Bobbye Burke, Elizabeth Healey, Dean Jordan, Jerold Price, Kathleen Watkins, Community College of Philadelphia
recorder: Mary Anne Duffy, West Chester State College

WORKSHOP 3

topic: "HOW TO DEVELOP AND OPERATE A LEARNING LAB."
presenters: Florence Fishman, Joseph Howard with Irene Delpino, Yvonne Foster, Ann Gill, Sam Hirsch, Virginia Raffel, Judith Rossman, Community College of Philadelphia
recorder: Steven C. Glogger, Community College of Philadelphia

WORKSHOP 5

topic: "HOW TO UNLOCK THE 'MYSTIQUE' OF READING AND WRITING INSTRUCTION FOR THE CONTENT TEACHER."
presenters: Roy Kress, Temple University with Judith Kean, Community College of Philadelphia
recorder: Judith Kean, Community College of Philadelphia

WORKSHOP 12

topic: "HOW SHOULD COUNSELORS MEET THE NEEDS OF COMMUNITY COLLEGE STUDENTS."
presenters: Dolores Bullard, Bronx Community College
Vince Castronuovo, Margaret Grip, Roslyn Kleinberg, Community College of Philadelphia
Barbara Sanders, Prince George's Community College
recorder: Elizabeth G. Fogarty, Community College of Philadelphia

WORKSHOP 13

topic: "HOW TO GIVE STUDENTS THE "I-CAN-DO-IT-FEELING."
presenters: Valarie Swain Cade, University of Pennsylvania
William C. Thompson, Anibal Molina, J. E. Howard, Delores Marrero, Community College of Philadelphia
recorder: Dino Fiabane, Community College of Philadelphia

WORKSHOP 14

topic: "HOW TO EVALUATE SPECIAL PROGRAMS"
presenters: Thomas Hawk, Helen Gilmore, Community College of Philadelphia
Cheryl Opacinch, Department of H.E.W.
recorder: Max Eirich, Community College of Philadelphia

WORKSHOP 18

topic: "MAKING THE ERIC SYSTEM WORK FOR YOU"
presenter: Neal Grove, ERIC Clearinghouse on Urban Eeucation
recorder: Dea Zuckerman Mallin, Community College of Philadelphia

PANEL A

topic: "WHAT STUDENT SERVICES WILL BE REQUIRED TO FULFILL THE NEEDS OF FUTURE COMMUNITY COLLEGE STUDENTS?"
moderator: K. Patricia Cross, University of California at Berkeley, and Educational Testing Services
panelists: Max Eirich, Community College of Philadelphia
Dolores Bullard, Bronx Community College
Calixto Marques, United States Office of Education
Eugene Sullivan, American Council on Education
recorder: Dino Fiabane, Community College of Philadelphia

PANEL B

topic: "WHAT COURSE CONTENT AND MODES OF INSTRUCTION WILL BE REQUIRED TO MEET THE NEEDS OF THE FUTURE COMMUNITY COLLEGE STUDENT."
moderator: John Roueche, University of Texas at Austin

panelists: George S. Beers, Judith Kodroff, Community College of Philadelphia
Lorraine Beitler, New York Community College
Irving McPhail, Morgan State University
recorder: Mary Anne Duffy, West Chester State College

PANEL C

topic: "SHOULD THE CHANGING COMMUNITY COLLEGE REQUIRE SPECIAL PROGRAMS?"
moderator: William Moore, Jr., Ohio State University
panelists: David Shore, Prince George's Community College
Mary Hoover, University of Pennsylvania
Aram Terzian, Community College of Philadelphia
Rexford Moon, The College Board
recorder: Steven C. Glogger, Community College of Philadelphia

GENERAL ASSEMBLY

introduction: Raymond A. Pietak, Community College of Philadelphia
topic: "What Would Happen If....?"
speaker: K. Patricia Cross, University of California at Berkeley, and Educational Testing Service
recorder: Dino Fiabane, Community College of Philadelphia

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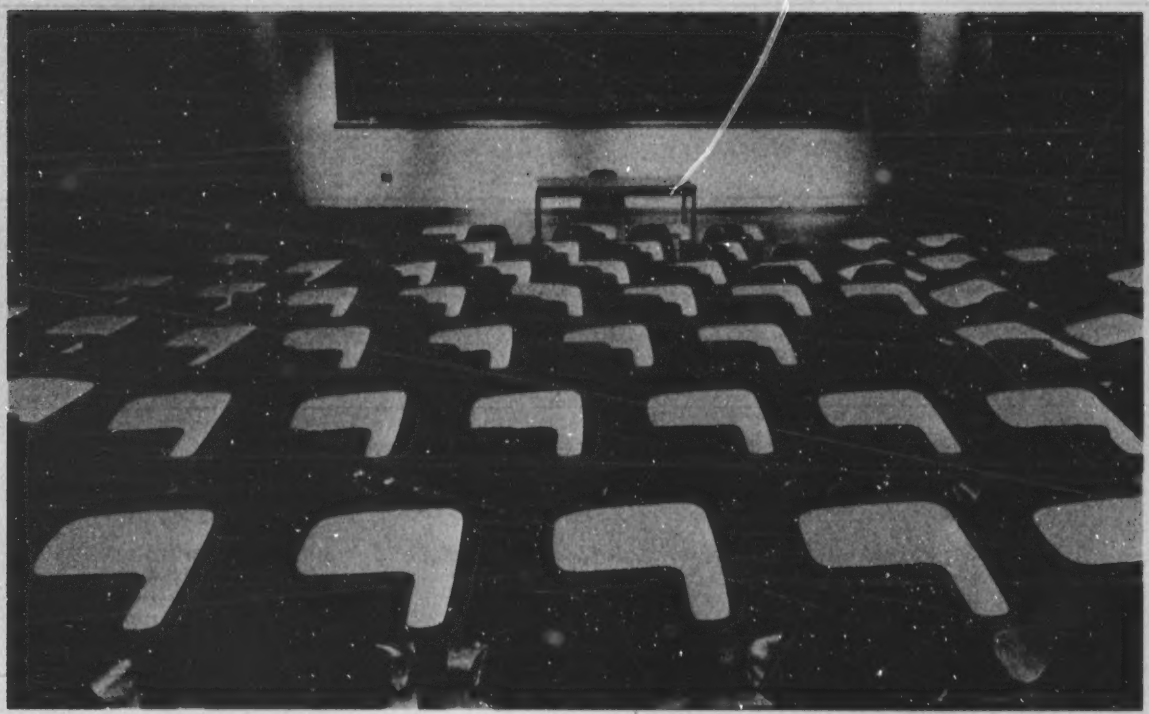


TOPIC: ASSESSING PAST PERFORMANCE OF THE COMMUNITY COLLEGE

Excerpts from Address
by
William Moore, Jr.
Ohio State University

The title of my presentation is, "Assessing Past Performance of the Community College". Assessment means to me two things; one is measurement and evaluation. I am not sure that I can do either at this juncture but I would like to make a number of observations with regard to past performance, where we are, and some considerations of the present. Two-year colleges, in fact, seem alive and well. As of last April there were 1,230 two-year colleges in this country. The number of students has increased 500% in the last ten years. It would appear that we are doing something right. We have come close to placing a two-year college within commuting distance of every student in this country with the possible exception of the state of Alaska. We have developed our own jargon, verbalized

our own dowry system, applauded our own flexibility and cited our philosophical uniqueness. To be sure, the emergence of this institution has caused some fundamental changes in higher education. The open-door concept, while not new, has certainly been extended in higher education. We are called a second chance institution by some; I would suggest that we are a first chance institution for many, and the only chance institution for most of those with whom we deal. We talk about being community based, providing the programs that the citizens want. Indeed, we say that we are controlled by our local community. We have made the language lab an art form. Remediation is respectable at the college level, although not accepted everywhere. We insist that we are innovative, and we maintain that we are egalitarian. Yet, a close and in-depth look would indicate that all of the things that we have done may be more style than substance. Two-thirds of the two-year colleges have been built in areas that do not serve the students who need their services most. Half of the students who come to these institutions still drop out. Many of the dimensions and most of the claims remain unanalyzed and unsupported by evidence. Notwithstanding, we have still come a long way. Our greatest claim,however, is also our greatest vulnerability, that is, providing for the so-called non-traditional student. I say "so-called" because we have given this particular student many labels: remedial, high risk, developmental, disadvantaged, new, non-traditional, deprived. My question is--why shouldn't a two-year college deal with non-traditional students? We have been saying for years that it is a non-traditional institution! It seems to me that this is a perfect match.

When we begin to assess what we really are about, we should ask some fundamental questions: Should the community college reevaluate its position of being egalitarian? Should the college attempt to be an open-door institution? Can the college really be everything to everybody? Would it be more reasonable to attempt to do one thing well? Can the college really help students who are considered

remedial, unmotivated, academically disadvantaged? To answer these questions, I think community college practitioners must be willing to deal with the problems of community college education: namely students, instruction, faculty and the curriculum. As we assess past performances in dealing with the non-traditional student, the tendency is to analyze the student. In analyzing the student, or the "victim", we check his motivation, we speculate on his self-concept, we investigate his background, we look at such things as sex and race and socio-economic conditions. As we continue to look at him, we develop profiles, data banks and acceptable frameworks and printouts. We modify his behavior, manage him by objectives and make his instruction competency based. I am suggesting that as we attempt to assess this whole process, perhaps those activities become more important than their purpose, which is to help the student learn better.

One thing that we have under our control is instruction, which brings me to the second variable. No one really knows how to do it. We have been doing it but we still do not know how. Instruction has principles and laws and modes and strategies and techniques. The problem is in mastering those things. It seems to be that most teachers do what we do well, not because we learned it in the classroom, but rather, through experience, through the whole process of looking inward, trying, failing, and through all the kinds of things that happen. I would suggest that we have learned most about teaching through trial and error. But the question as we look at assessment is, how do we find better ways to provide instruction? I think language is important and make that language standard. I have very little patience with the whole idea of speak "your own language", speak "street language." This cripples the student. It is the worse kind of professionalism. If we are talking to minority students it is the worse kind of racism. When I go for a job I put all the "isn'ts" and the "aren'ts" in the right places. We should know something about the cultural content of the student to give us insight to turn that non-traditionalism into a positive asset. All we really have to do is to understand

it, then apply it frequently. When I am making speeches I recite a few lines from "In the Morning". Few white folks know that, but ought to. I know about Shakespeare. Some instruction requires understanding that cultural context and getting used to dealing with it. Get closer to the students; learn their names as a part of the instructional process. I think that is important. Remember, students learn what they practice. Often we hear people say, "The kids, they learn every dance, every song, and they cannot get this." The reason is that, that is what they practice most. Remember that most of our students are, in fact, adults.

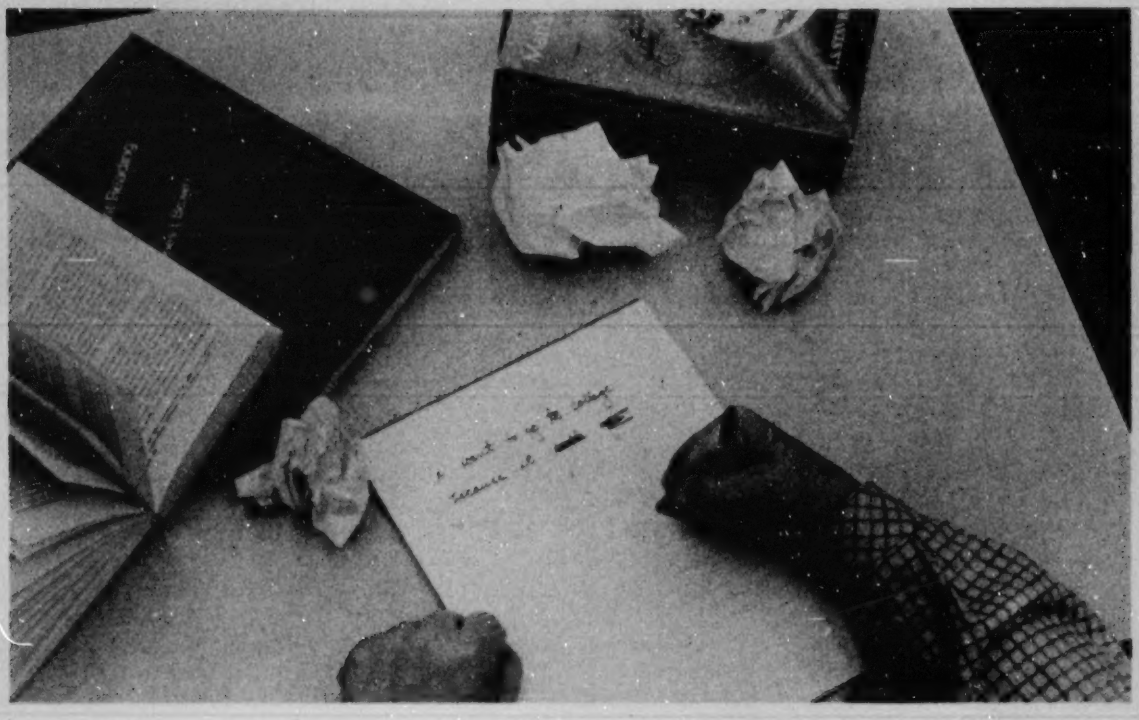
As we talk about the two-year college we speak of innovation as though we invented it. Language labs, for example, were in the public schools thirty years ago. While they may be innovative to some who use them now, they have been around for a long time. Readability formulas are important for every teacher to know. To be able to translate material into useable form is important for everyone. I am saying that every instructor is a reading teacher. Every teacher does not see himself as being a reading teacher, yet, every subject matter area has its own special kind of reading.

The faculty is the primary group around which an institutional must revolve. No institution is better than the faculty and no institution can grow beyond its faculty. If we are ever to fully succeed in educating the non-traditional student, the faculty will do it. In many ways, however, faculties have gotten out of the business of educating and into the business of psychoanalysis. So many of our teachers stop trusting their own skills, their own instincts, and their own judgments. When we go back to look at the normal schools and the schools which preceded the normal schools, the things that were outstanding about these people were their sensibilities to detect and to trust their own judgments, to really apply their own skills. This is my bias: we rely too much on the psychologists and the sociologists for answers, for reasons why students cannot learn. We never really know who is not motivated. We never really know who has a poor self-concept.

I am suggesting, not that these things may not be of value, but that we should moderate our use of them. What I am simply saying as we assess our past performances in serving the non-traditional student, is that, perhaps we should avoid searching for pathology and developing more approaches to the instruction, the hard and rigid instruction, particularly with non-traditional students. Structure! Structure! Structure! It is important. I realize that it is against most of the things that we have been preaching in education over the last fifteen years. I am suggesting that the most effective programs have the greatest amount of structure. We can be creative while working within that structure.

Finally--trouble--the curriculums. I suggest to you that when you are working with non-traditional students, to provide them with too much choice for the sake of relevancy is an illusion. I do not know what is relevant for the student, but I do know some of the things that he needs to know in order to negotiate in the system in which we live. The students have to learn to deal with the process. If we do nothing else, we have to make sure that they read, that they write and that they think, but most of all that they question. We must turn out students who can perform in a competitive society.

Now, if I had to give a grading for the past performances of the community college, I would have to say that we look pretty good compared to where we were. We are influencing higher education. Developmental education is no longer a bad word. It is respectable. Stanford University, whose students are in the top 1% in the country, now has remedial courses. I come from Ohio State University. We have 300 sections of remedial English and an entire developmental program. We have had a tremendous impact on higher education. As I travel, I begin to see the colleges and universities recognizing that things have to be done. We are not going to tear down their structure, but attached to that structure there are a number of people who are doing some very fine things. And what they are doing is learning from us.



TOPIC: THE PROBLEM OF ALL TEACHERS:
HELPING STUDENTS WITH POOR READING AND WRITING SKILLS

Excerpts from Address
by
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Ordinarily in our society, when you have a problem with students having weak math skills, reading skills, or writing skills, what is the first thing that comes to mind as a thing to do? Special classes? How about lots of tests--a large series of diagnostic tests? We begin using psychometrics to make evaluations and create student profiles with the assumption that we will know what to do, once we have that profile. Why? Has anybody been terribly successful with using such profiles to generate programs for youngsters?

I would suggest another tack: knowing what it takes to develop skillfulness on the part of those who are weak, I suggest we begin not by focusing first on weaknesses and profiles of weaknesses, but to ask ourselves an earlier

question that has been raised by many who have preceded us. Why are some people so clearly academically and personally successful? What are the dimensions of their lives that might account for the development of people characteristically productive and helpful in society?

Those of us who are continuing to grow in our ability to read and write seem to have had four critical experiences as part of our lives. These experiences are very often interwoven.

The first one is called "responding to literature." I start off in talking about this experience with very young children who are read to and who respond--not by being asked questions; by questioning themselves in a natural way, they become involved with the language, the patterns, the melodies of language, the ideas. Early in a child's development, it is not well understood how, modeling is taking place--the excitement of books, the excitement of the personal contact and so on.

The literate environment, according to Thorndike who did a study of reading comprehension in the 1800s, whether within a culture, across cultures, across countries, is the most prominent variable in producing good readers. There are many experiments that have been done when youngsters come to school that prove that same point.

Persons who are read to a great deal and are in an environment of books and have a love for books, are likely to pick up books and likely to learn to read the way Sartre learned to read. If you want to see a wonderful, amusing account of something many of you experienced but do not remember as well as Sartre did, read his book, his autobiography, The Words. The first chapter is called "Reading" and there is only one other chapter, "Writing"--that is his life. In the book he describes how he learned to read because he was determined to take the job away from his mother. He did not want to be limited by her availability.

Reading itself will give you new experiences. But if you have been read to a great deal beyond your reading level all of your life, the content, the ideas, the vocabulary and all the syntatic choices are experiences that cannot be laid out in any special sequence, but develop all who have been read to in the environment at home and at school, beyond those who have only read.

As we begin to think about the students who probably have not had this experience, we have to ask the question, "How do we accommodate for it? Do we compensate for it by making up for that experience?" You cannot make it up in a few courses with what little experience you may provide them over the time that you have. But it is important to know that if you are a good reader or writer and have had those experiences that it does make a difference, and partially accounts for the characteristics of the non-traditional student, who very often is as able as any other student, but did not have a literate environment.

The second critical experience is what in elementary and secondary education, at least, has come to be called in recent years, "sustained silent reading." It is to assume that the good readers and writers have had the responding to literature at home and at school all of their lives and have also read a lot of books. And of course, a characteristic of the youngsters who are non-traditional students is that they have not read books. They have learned how to get around reading books.

Those who do read thousands of books instead of a few are better readers; they do better on their standardized tests, they do better in science, they do better in everything. They write more--they have more to write about. They have models. They have somehow or another processed all of that material and it comes out in the form of a richer vocabulary--more syntactic choices--more stylistic availability.

The third critical experience I call "composing." The first part of composing is done all the time in our schools and is guided structured writing. This is the learning to use grammar, word usage, spelling, and punctuation, the skills that

proofreaders and copy-readers must know. What they do not do in our schools very often is to make the youngsters write something in a journal every day--to write something in every subject that is not one word or an outline- straightforward writing on a blank sheet of paper in some kind of a response to that you have been studying or reading or talking about.

One way to learn how to read is to learn to write first. Some people think that reading must always precede writing, but there is some evidence that in some homes, literate environment homes, children will start asking for words--how to spell such and such a word--before thay can read, and learn phonics thereby. They learn to decode because of their awareness that if you ask the words, how do you spell something?, then there is some sort of linkage that becomes available which, if postponed, will not give them access to an idea.

The last critical experience is "investigating language patterns" and encompasses everything else that is formally and sequentially done in our schools, such things as the teaching of phonics, syntax, vocabulary, concept development, and all the possible variations in this basic type of approach.

The fourth critical experience depends for balance on some kind of structured group of sequences in aspects of language that schools call phonics or usage and grammar. It is what schools are concerned with when they talk about comprehension skills and vocabulary development.

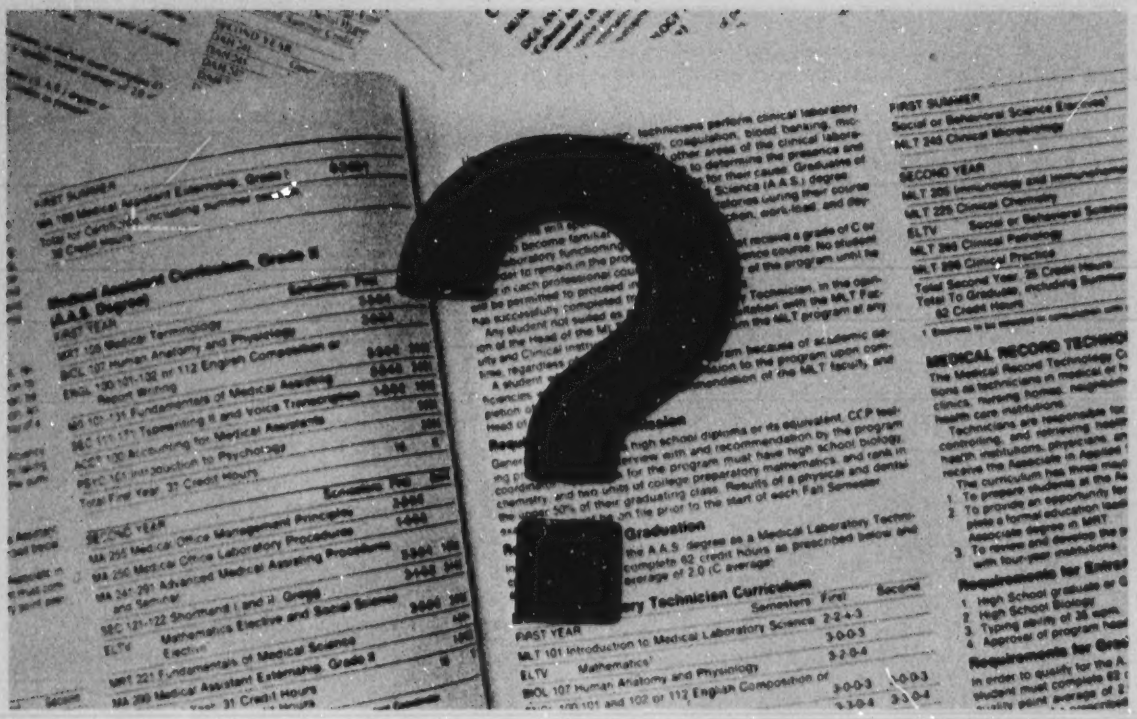
What we need is a model that brings people on the faculty and students together in some way that makes use of the tremendous knowledge we have of why students have difficulty meeting criteria for success in some courses. We must then eliminate the blocks, and rather than assuming that the high school did not teach properly, and instead of spending our time fault-finding, work on the basis of no-fault learning failure. Teachers of content as well as teachers of processes of language are terribly interested in linking together with other people. You know you cannot do it by yourself. A support group, where the students, general faculty members and

administrators are together, can cut the drop-out rate, help students reach competence levels, develop positive attitudes by students towards what they are doing, and more than that, positive attitudes towards themselves.

To summarize, good readers and writers seem not to be so primarily for genetic reasons, but because they have had the good fortune of being in an environment where they have four critical experiences in their lives offered to them on a regular basis and at a high level of quality.

The goal for effective instructional programs is a collaborative effort, interweaving the first three critical experiences with the requirements of the subject area and providing students with the literature of your subject, things you read to them, alternative readings that are available to them, and time to talk about their learning activities. We should encourage them to read books. Let them know that if they want to speed up their reading, they should read lots of books, and not take speed-reading courses.

Testing is important, but only as an aid to teacher judgment. Teacher judgment of students' responses to these critical experiences is the first level of reliability and validity, with tests offering some additional information.



TOPIC: WHERE ARE WE NOW IN COMMUNITY COLLEGE EDUCATION?

Excerpts from Address
by
John E. Roueche
University of Texas

The topic tonight is misleading because I really want to talk about developmental education. And maybe I can begin by saying that no longer is the community college unique. Very many factors that we used to talk about so proudly as aspects of unique individuality in life are not unique. For example, in the study that I just completed, published in the book, Overcoming Learning Problems, we found that 65 percent of the state universities in the United States today practice, and publicly admit to open admissions. Today, the fastest growing course in the American university is Developmental English, followed very closely by Developmental Reading, followed very closely by Developmental Mathematics, and the fourth course is Study Skills. In fact, the fastest growing curricula in American colleges and universities are

in the area of Developmental Education. More and more students find their ways into traditional universities without the verbal skills, quantitative skills and the study skills to make it there.

Bill Moore mentioned this morning that Stanford University is taking the top 1% of all the high school graduates in the United States, 60% of them from the nation's elite prep schools. There are 5,000 of them enrolled today in the Learning System Center at Stanford. Now, you see Stanford is no more egalitarian and more open-doored today than it ever has been. It is just that students with A averages and 1250 SAT scores today no longer can be counted on to read and write well enough to pursue freshman courses. Berkeley, where I was three weeks ago, has 250 sections of what they call "Bonehead English" underway. So, many of the problems that we faced in the community colleges for years, especially in the last two decades, are now being faced with great regularity by four-year colleges and universities.

I told several people today that some of the most creative responses to the needs of developmental students today are being made in universities. For example, most of the universities that I have worked with this year award credit. Moore was saying this morning that Stanford gives credit. My university also gives credit for developmental work. The reasons are very simple. That is how you get money to provide services. So more and more of the universities are not only awarding credit for work, but they are also now permitting transfer credit from developmental work towards the baccalaureate degree in lieu of electives for students coming out of the community colleges. So, I wanted to say that to start with, more and more students are coming with skill deficiencies; they are also populating four-year colleges and universities and those people are literally up to their elbows with students who do not read, write, speak, listen, or figure very well.

Some of you saw two weeks ago in The Chronicle of Higher Education, the New

American Council on Education study just completed by Alexander Astin. He surveyed 400,000 college freshmen; some 50% of them reported that they did not possess the verbal skills and math skills and study skills to have a reasonable chance of negotiating college curricula and that over half of the students said that their primary objective in going to the university was to develop the academic skills needed to succeed there. So, the problem is wide-spread and no longer focused on the community college. I will grant you, however, that "the developmental student" at Stanford is not the same student you see at the Community College of Philadelphia or Brandywine Community College. They normally come from fairly affluent families where parents went to college and where the expectation is that they will do well. And most of them will do well. That, certainly, is not the student most of you deal with and teach.

I read a paper last month at the Board of Directors of the American Association of Community and Junior Colleges, wherein I recommended certain things that should be done if community colleges are really to make good on the promise of the open door and to provide effective education for all the students who come into the open door. I want to share some of those thoughts with you. Some of these may seem a little unusual to you but consider the following facts: the most awarded grade in the community colleges today is an incomplete or a withdrawal grade; 35 percent of all the final grades awarded students last year were incompletes or withdrawals. That is not success. Those students did not get it and they did not make it. Thirty-five percent of the grades were in that category.

Sixty percent of all our customers are dropping out during the present year because colleges are not yet seriously assessing the student at the time of his entry into the college. How many of you (and this is a biased audience) know what the reading levels are of the students you teach? You should! Most college teachers have no idea and honestly do not know whether students can read and write well enough at the point of their entry in the college to profit from instruction. In technical and trade education many of us assume that you do not have to be bright in

order to be successful. But I have yet to find a technical curriculum in a community college. I am talking about plumbing, building, air-conditioning--where at least a tenth grade reading level is not required for the student to negotiate specification manuals and required textbooks. We are doing students a tremendous disservice to allow them to come into our colleges and say to them, "You have the right to fail", or allow them to make irresponsible decisions when, if you look at their histories, they have been characterized by making highly irresponsible decisions. They have not done well and they have not succeeded. What am I suggesting? I am suggesting that we need to know if students read well enough to enter freshman level work. If they do not, they should not be allowed to go into their courses until they have the requisite skills to succeed there.

Today, the average college has a remedial program where the student is expected to be assessed and yet 70% of the colleges today admit that they do not do any assessing. The students come in and sign up for anything that they want to take. Where assessment does occur, the student is discerned to have some "verbal" skill deficiency; he may be taking developmental reading and developmental English courses. Then, to make sure that he gets a full load and is qualified for his BEOG, he gets Western Civilization ard Botany and Mathematics. Before he gets out of the intensive care unit, he is already dead! It is like a student coming in and saying, "Hey, I want to run the 440 on the track team, Doctor." The doctor takes his blood pressure and he has got 280 over 200, I mean he is 34 seconds away from a stroke. His doctor says, "You have the right to fail. Go ahead and run the 440." Open the intensive care in the morning and let him run on the track team in the afternoon. The assumption behind that model is asinine.

I met a teacher this morning on a panel who said, "At our college we are finding many students who come and do not go into developmental work, even though we prescribe it, do as well in a regular curriculum as those who took it. I am wondering if we need developmental work." I said, "I am wondering if you shouldn't review the

curriculum and instruction of your regular curriculum." A student at the seventh grade reading level cannot negotiate the content of the English course or the History course or Nursing course with those verbal skills if anybody there asked him to read and write. I am afraid that what we are doing is a tremendous disservice for students by allowing those students to get through courses without any further development in reading and writing. Assessment is absolutely imperative if you did nothing but look at the reading scores of students. Keep them from making suicidal decisions. You will improve your retention and achievement rate tremendously. That is one recommendation: a need for very careful assessment.

A second recommendation is the need for very careful prescription once the assessment is made. That normally translates as strong, directive counseling. I have worked with many colleges this year where assessment is conducted and the student gets the assessment, but the counselor does not get it or the instructor does not get it. The student is free to make whatever decision he wishes to make based on that information. We are going to have to have better counseling and better direction to keep those students from enrolling in courses where they honestly have no chance of making it.

Oscar Mink and I have just finished a study for the U.S. Office of Education in Texas, and we found that if the student enrolled in a course is at more than one grade level below the reading level required in that course, the odds are 9-1 that he will not pass or complete that course. If we want to help students, we have to begin keeping students from making decisions where they are going to fail. That is tough, isn't it? Can we play God? Let me respond to that by saying, if I, as a professor cannot make a better decision than a student who comes in, who has never succeeded in any academic endeavor, than I wonder why I am here. Now, I think that we have really got to bite that bullet if we are going to cut down on the atrocious attrition and low achievement that we now have in many of our colleges. Strong counseling, strong direction is what we need.

The third recommendation that I make and this will cause a lot of revision in your catalogues, is to eliminate the term "two-year" from any reference to the American community college. Community colleges have never been "two-year". A lot of programs are six months, nine months; some of the best nursing programs that I know are 30 months and 36 months and yet somehow the words "junior college" got translated to two-year. Let me tell you what is wrong with that. I do not have any of your catalogues before me, but as I look at college catalogues from around the country, I am looking at curricula: for example, a nursing curriculum. Guess what it shows? It shows eighteen units of work, four consecutive semesters often with clinical work in the summer. Any associate degree program is displayed to a student in such a way that a student comes in thinking, "I have got to do this in two years. My only option is to complete the full academic program in two years." Now, what is wrong with that? What is wrong with that is that 80% of all community college students today report that they work more than 25 hours per week. That is not an option they have; most of them have children, have families to support, they have rent to pay, they have groceries to buy - and they come in attempting to take 15 or 18 units of academic work. We have to stop that. We have to begin limiting students to nine hours, or eight hours, or seven hours of work. I am really concerned about that.

As we get more and more adults into our institutions, we might become more flexible in the design of our curriculum and the structure of our offerings, so that students can have more time to negotiate their way through a curriculum. This is going to be a real problem. For all the bricks that all of us throw at institutions or universities like Ohio State and the University of Texas, time has never been a crucial variable in professional and graduate schools in this country. Most of the students at my university finished our doctoral programs in three years or less. But the university says, "Enjoy yourself. You can have seven or eight or nine years if you need it." We do not label the students who take eight or nine years as "slow

learners" or "dumb bunnies", and we do not put little red stars on their diplomas to signify to their employers that they took a long time to get their Ph.D. Do you see what I am saying? Many of these students by virtue of their circumstances simply cannot be bound to an 18-hour health career curriculum load and work 25 hours a week and then go home and look at their three children and take care of their husband. Yet we set up those kinds of expectations by the term "two-year" and by the way we explain curriculum in our catalogues.

The fourth recommendation I make has to do with curricula incentive at community colleges. Curricula that are offered need to be useful, and by useful I mean immediately useful, applicable, and relevant to the student. Teach the student the English and the reading skills that he can use in the nursing program and that he can use in air-conditioning. Make those generic skills pay off for them, and then show them how they apply in trade and technical areas. If you cannot do that, teach something of interest to the student. How many of you, outside of graduate school, are still doing some learning of your own? Do not be modest if you are still learning now and then. Let me tell you what you are learning. You are learning things of interest and value to you. Most of you are not getting credit for it. Most of you are not being examined, but you are still learning. The learning that you are now doing will be the learning that stays with you the longest. Recent studies have indicated that if the content learned by the learner in school is not of immediate interest or value to the learner, ninety percent of it will be gone forever within eight weeks after the close of the term. I was in a college in New Orleans recently where the Math faculty had a 40% attrition rate, and the Dean had motivated the faculty by saying that if you do not reduce attrition, we are going to have to let four of you go. The faculty was really excited about having a great motivation. When I got there, I said, "What is the problem that you have here? Why do you think so many students withdraw from college?" Well,

when they drop they go to another area; they get married. We did a very quick analysis of drop-outs in the Math Department and found that 95% of the students who left math were not making it academically. Then I asked the department chairman what they taught in the math course (all the students went through the same math sequence). He said, "Well, the first eight weeks is quadratics." I said, "Why do you teach quadratics?" He said, "Why not?" And I said, "But why? Who needs it?" He said, "Well, those students in our transfer program are going to take calculus." I know he was right, because I took calculus, and quadratics paid off for me in calculus; it was what I learned in calculus that did not pay off. Then he said, "We have a big hydraulics program here. You need quadratics in hydraulics." I knew that this was true. I asked how many of his total number of students were in this program. He said, "Fifteen percent." I said, "Okay, so you have got a justification for quadratics for 15% of your students." I said, "Can any of the other 85% ever in their life reasonably expect to use quadratics?" He said, "I do not think so." I said, "You have got a problem. Because you have got to be a genius to motivate somebody to learn something when you yourself can think of no practical value."

That afternoon we convened the "air-conditioning faculty" at this community college. I asked the "air-conditioning faculty" what they thought about the math program. They said: "Those S.O.B.'s in the math department!" (I do not know what that means in Philadelphia, but in Texas it means "Sweet Ol' Boy.") They were upset because they said, "Our students have to take this math class, but do not learn any of the math that they need in air-conditioning. They come to us hating math and we have to teach them the math that the math faculty spends three credit hours offering. What they mostly do is kill off our students." That afternoon, the "air-conditioning faculty put 200 math applications required in air-conditioning on the board for an Applications of Math class. The math chairman asked, "Well, we should be teaching that, shouldn't we?"

The same situations occur in the verbal area. I was at a college recently in California and after a similar session, the English chairman said, "We really have a problem in our college because the students who come to English have exhibited such bad attitudes that no teacher could be successful with them." So he took me down the hall and said, "I want you to see one of our typical classes." The teacher was an English teacher; I could tell because he had a tweed jacket on, had a pipe and a silk-striped tie. He was instructing, and nine students in the back of the room had turned their desks. They were at a window overlooking the San Francisco Bay. He said, "Look there, look at that behavior. How could anybody succeed with that kind of attitude in a class like this?" And I responded, "Mr. Chairman, boredom and apathy are perfectly normal human responses in silly situations." The class was 100% black, and all the students were in technical programs. The instructor was black, but he was proud of his Ph.D. from Berkeley. He was teaching Beowoulf. By contrast, one of the most exciting programs that I have ever seen was in a prison in Alabama where a lady designed a reading program with third-term offenders. She met me at the airport and she said, "You know, Dr. Roueche, I do not know anything about reading." I said, "That is not so bad; most people at college do not know anything about reading. They do not read themselves." So we were riding up the road toward a gas station and I said, "What program do you coordinate at the college?" She said, "The reading program." Before I could say anything, she said, "I want to tell you something." She said, "My students (in-mates) are reading." And I said, "Reading?" And she said, "They are reading." I said, "Do they have intramurals?" And she said, "Yes." "And they have T.V. up there?" And she said, "Yes." And I said, "They work on the chain gang?" And she said, "Yes." And I said, "And they read at night?" And she said, "Yes!" And when I got to that prison, 300 students in a room the size of this banquet hall were reading on the floor. They had pocket dictionaries. Only two percent of her total population had finished high school. Question: What book would you have selected if your objective were to get students

hooked on reading? These students wanted to read as a part of their own development. They were reading Soul on Ice. Dan Fader, you know, wrote a historical book, Hooked on Books, where he used comic books with pictures to get prisoners in Michigan reading. But you see, Soul on Ice does not have any pictures in it. But, Eldridge Cleaver wrote it when he was in Soledad prison in California. The book is about: "I wonder why white folks do not go to jail and black folks do. I wonder why it is that rich folks do not go to jail and poor folks do." (Of course, that was before Watergate!) But mostly Soul on Ice is about all the faults, feelings, anger, hostility, passions, and sadness of a human being in jail. The book brought those men in touch with their own feelings and thoughts, and they read it and they could not put it down. Those prisoners increased their reading skills four grade levels in one six-month period of time. That is how you develop reading skills, by getting students to read something of interest or value to them.

Hang onto your seats, because this lady had second-year prisoners reading Victor Hugo's Les Miserables. Now you all remember that book. That is about a dude named Jean Valjean He robbed a store similar to a 7-Eleven here in Philadelphia. It is true! Ol' Jean Valjean robs a bakery because his family is starving. He is arrested and goes to jail. The book is about: "What is the highest moral obligation of a human being: to maintain some civil law that is morally wrong, or, is it one's higher obligation to take care of one's family and those you love?" Third-year students in that program were reading Dostoyevsky's Crime and Punishment. Would you have thought that for all the money in the Federal Treasury that she could have introduced Victor Hugo or Feodor Dostoyevsky to that population? No way! My point is very simple. I do not care what mountaintop experience you want to provide your students. I hope you can get them thinking, exploring the eternal varieties of life. But, you better start where they are. If you do not, you will lose! As we have been losing for the past 30 or 40 years.

Instruction is the fifth recommendation. That is, the instruction must accommodate the needs of students. Many of you have been working for some time with individualized instruction: packaging, modules, audio-tutorial, and the like. I have seen many studies recently which say that these methods are no more effective than other methods. Probably we all knew that. There is no method of instruction best suited for all students. But the key, no matter how you instruct, has to do with the skill you bring to the management of that mode of instruction. For example, you have individualized instruction in a Learning Lab or a Learning Center. The way you handle it is to bring students in and say as I have heard hundreds of teachers say, "Okay, kiddos, the materials are over here, check these out, go at your own pace, and when you have the time, come to see me and I will give you the post-test." That will not work. Bill Moore said this morning that we need structure. Structure does not mean an egg crate. Structure means careful management of the instructional process. We need to get the student behaving in responsible ways to negotiate that content. We all need someone to help set parameters for our behavior and every time you set a parameter you are establishing a priority for the student's behavior. You are communicating to him and supporting him so he will be able to do it. I like classes to meet. I like for individualized instruction to alternate with and supplement class meetings. I think that these students who come, need to see you and to hear you; and they need to know that you are involved and that you are attending to what they are doing. Instruction involves many variables. Most teachers in the American colleges know little or nothing about the reading level of materials they are using. The average nursing textbook is written on a grade thirteen level. Many of us would have a hard time getting through it. Instruction is king, and more and more colleges are putting more emphasis on mediated instruction. I do not care what methods you are employing or the management process, but get the student buying into some good behavior.

That leads me to my sixth point, which is very simple; the types of colleges which we discovered in our national study last year had regularly reported the greatest academic achievement. I am talking about cognitive achievement, mastery of subject matter as reflected not only by grade point average, but also by increases in reading skills, writing skills, and the like. Those colleges, without exception, are the ones which devote as much time and attention to students' self-concept development and affective education as they do to emphasis upon academic skills. Did you hear what I said? What I mean by that, is that teachers see themselves as teachers of human beings, and what they are really concerned about is the growth and development of a human being, as opposed to: "I am here to cover my subject and to teach my content."

Oscar Mink and I just finished a three-year project for the National Institute of Mental Health in which we took 1200 low-achieving students in community colleges. Most of them were out of work, unemployed, and on welfare; we had over 90% of them complete a school year. We spent the first three weeks of that project with our participating teachers, teaching zero content. Instead, we spent the time getting to know the students, removing some of the barriers that they brought, finding out who they were, learning their names, finding out what their interests were, what their values were, to the point we could be involved. We helped the teachers get the students interested in coming back each day, and finally, after several weeks to ask the students when they would like to begin the course. Those students in every college in our study left the course with higher achievement on stated objectives than any control group in our investigation.

I tend to like people who like me. When I look back on my academic career and think about the two or three human beings who really stimulated John Roueche, who really got involved with me, it was because they "gave a damn" and they singled me out for encouragement. It was their involvement, their willingness to get involved

with me, that was as much a factor of my success than anything I ever did. Teachers need to get more involved with students and to establish a climate for learning that is positive, that is therapeutic and growth-enhancing.

TOPIC: TOWARD THE FUTURE IN COMMUNITY COLLEGE EDUCATION

K. Patricia Cross
Distinguished Research Scientist
Educational Testing Service

I know that most of you come to this session on the future of community college education with the proper prerequisites on the past and present of community colleges ably presented by professors Bill Moore and John Roueche. I hope that those gentlemen provided a sober and accurate assessment of past and present realities so that I may feel free to speculate, if not wildly then at least imaginatively, about the future.

I believe that the form and organization of education will change substantially as we move into the Third Century. It will change because our practices in higher education are no longer consistent with our purposes. Twenty years ago, the purpose of higher education was to select only the most academically promising young people. Colleges accepted the relatively easy task of teaching primarily those who had already demonstrated that they knew how to learn what faculty members knew how to teach. Actually, the academic reputation of a college was more likely to depend on the capabilities of the admissions staff than on the capabilities of the teaching staff. The surest way to graduate a bright class in the 1950s was to admit a bright class.

Today almost anyone can and does go to college. Ninety-nine percent of the community colleges and forty percent of the four-year colleges are open admissions colleges (Rouesche & Snow, 1977). The new purpose of higher education is not to select those who will be successful but to make successful those who come.

In the short span of two decades, postsecondary education has replaced a comfortable homogeneity of selected students with an uncomfortable diversity of

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Delivered to the Conference on Education in the Community College, for the non-traditional student. Philadelphia, Pennsylvania, March 31, 1978.

college students who are 20, 30, and even 70 years of age; black, brown, white, yellow and red; females seriously preparing for lifetime careers; faltering students unsure of their academic skills; hopeful students, the first in their families ever to attend college. Having waged a vigorous campaign for equal access throughout the 1960s, society now expects colleges to make access to college something more than a hollow victory. Educators are clearly being challenged to move beyond access for all toward education for each.

But there is a problem. While the purpose of higher education has changed markedly, educational practices--specifically those related to classroom instruction--have changed very little. As Clark Kerr (1976) has aptly observed, "You could go back to the University of Bologna in the 12th century and feel more or less at home." Even the invention of the printing press did not stay faculty members from their appointed rounds of disseminating information through the pre-print format of academic lectures.

Today I want to take a look at how the organization of education would change if colleges were to accept the mission of helping each student to learn as much and as well as possible.

Our educational system is based on three fundamental practices. Most instruction is delivered to groups of students for a fixed time period such as a term or a semester, and students are evaluated by comparing their performance with that of their classmates. Those three practices--classes, semesters, and grades--are sacred traditions in education. Our system is built upon them and organized around them, and I suggest that all three are counterproductive to the goal of maximizing student learning.

I suppose any one of these sacred traditions could be singled out and analyzed for its contribution to learning. They are, of course, interdependent. Grading practices reflect better than anything else our philosophy of education. If you doubt the truth of that statement try engaging anyone in a discussion of grading

practices without learning a great deal about what that person thinks the purpose of education is. Do grades serve as motivators for student learning? As threats to coerce student responsibility? As protectors of academic standards? As indices of promise to graduate schools and future employers? All of the above? If the common practice of grading on the curve has contributions to make to the education of students, how well does it do the job?

The universal practice of grouping students into classes seems to have a simpler rationale than that for grading. It reflects largely economic considerations or what many people think of as fiscal realities. It is assumed that teaching 30 students as a group is cheaper than teaching 30 individuals. Whether it is more cost-effective raises new questions, as does the potential of new technologies and the possible redistribution of faculty time.

Finally, the rationale for the practice of fixed time boundaries or the semester is tied to what might be called administrative realities--record keeping, counting credits, computing faculty load, etc.

Ironically, the three educational practices which form the backbone of our system of education must be defended largely on grounds other than those related to student learning. To put it bluntly, they exist to meet administrative and fiscal requirements, not to enhance student learning. Indeed, I doubt that anyone would undertake to defend grades or semesters or group instruction as practices designed to maximize student learning. It would be hard, for example, to argue that even the most dedicated and skillful teacher could maximize learning for individuals reading at the 6th, 8th and 15th grade levels through treating them as a class of learners who read at the 12th grade level. Similarly, it would be hard to defend grades as motivating devices for learning when it is the students who least need motivating who receive the greatest rewards of A's and B's, while those who most need encouragement and motivation receive negative rewards of D's and F's.

Finally it is hard to defend the notion that blowing the whistle on learning at the end of the semester maximizes learning for either faster-than-average or slower-than-average learners. In other words, if student learning were to become the major purpose of colleges, dramatic-yea truly revolutionary--change would have to occur in the traditional practices of education.

There is no doubt in my mind that those changes will occur. They will occur because education cannot accomplish its new purposes with its old practices; and change will occur because the knowledge and the technology now exist to handle administrative and fiscal realities in a manner that is consistent with student learning.

In the past two decades, we have made significant progress in our understanding of the human factors in learning, and we have made revolutionary breakthroughs in the development and cost of computer technolcgy.

Now what I am about to say about the new technology may initially seem at odds with my major premise of wanting to give more, not less, attention to the learning needs of developing human beings, but the computer is the greatest boon to individualization that has appeared on the scene since Mark Hopkins gazed at the lone student on the other end of the legendary log.

The cover story of the February 28, 1978 issue of Time magazine was entitled "The Computer Society." Its message is that the invention of the incredibly cheap and versatile microelectronic chip will transform society. To me the most vivid picture of the society of the future was contained in this paragraph:

> The computer might appear to be a dehumanizing factor, but the opposite is in fact true. It is already leading the consumer society away from the mass-produced homogeneity of the assembly line. The chip will make it possible some day to have shoes and clothes made to order--the production commanded and directed by computer--within minutes. The custom-made object, now restricted to the rich, will be within everyone's reach.

If we can individualize the fit of shoes, surely we can individualize the

fit of education. I am not talking here about any very sophisticated use of the computer for interactive instructional purposes. Rather I am referring to the quite simple use of the computer to remember the learning capabilities and preferences of individuals and to keep records on progress. Individualization via computer is already in use at Miami-Dade Community College. Their computer-managed system known as RSVP (Response System with Variable Prescriptions) can identify patterns of errors in student tests. Then, instead of merely informing students of total test scores or items missed, RSVP generates an individualized letter analyzing concepts misunderstood and prescribing action. It does this with an infallible memory for the student's learning preferences, work schedule, physical handicaps, and anything else that may have a bearing on the student's learning capacity.

Miami-Dade's experience in using RSVP with off-campus students provides convincing evidence that this use of computers is very popular with students and faculty alike (Kelly and Anandam, 1976). So successful in fact that Miami-Dade has extended the use of RSVP into their learning laboratories for students working on basic skills. Learning specialists at Miami-Dade are enthusiastic about their ability to diagnose learning problems quickly, but even more exciting is their realization that RSVP enables them to use the full range of learning materials. Whereas teachers used to assign one of the two or three resources that they were familiar with and could remember without stopping to check, RSVP will enable them to make maximum use of a variety of learning materials--as many as 3000 individual assignments. It is only necessary for a faculty member to analyze the student's capability, weaknesses, and preferred mode of learning once. RSVP will remember, as most of us cannot, to make the assignment as conditions warrant (see Kelly and Anandam, 1978).

The technology already exists to individualize education, and of course, the lowering cost of computers is the revolution that is occurring right now. Time

refers to the "supercheap chip" as the "miracle of the microcomputer." What does not yet exist is experience on the part of human beings with a reconceptualization of the organization of education. Faculty members will have to learn how to redistribute their time to emphasize those things that only human beings can do--to understand individual learning problems, to offer personal warmth, encouragement, and inspiration. Administrators will need to find new measures which are less dependent on hours spent and more related to learning productivity on the part of both teachers and learners. State legislators and budget officers will need to invent new funding formulas that reflect more accurately the new mission of higher education which is quite simply to help students learn.

Much remains to be learned, but already our experience with the use of computers to manage individualization is pulling the rug out from under the defense of group instruction and semesters on grounds of fiscal and administrative necessity--which is not necessarily to deny that group instruction may have its own contributions to make to some forms of student learning. But the fact is that it is no longer necessary for economic or administrative reasons to organize education into semester-long courses taught to classes of students. We now have the freedom and the obligation to reassess the usefulness of our organization of education for its contribution to student learning.

I want to address the issue of change in educational practices as a human issue however rather than a technological one. Clearly, human beings will make the decisions about educational change; computers will do what they are told. If human beings decide that there are better ways to help students learn, then we can rest assured that technology stands ready to do our bidding. There is no war between technology and human beings. Indeed, the appropriate use of technology is a powerful aid to humanizing learning. It frees human beings from doing mechanistic things and permits us to act fully human.

And now, I would like to return to my original question. How would colleges change if student learning were to determine educational practices?

The goal of maximum learning for individuals is probably best captured by the concept of mastery learning. For those of you who are bothered by the perfectionistic connotations of the term "mastery", you might wish to think of competence-based learning as a rough equivalent. Both mastery learning and competence-based education assume effective individualization and both use criterion-referenced as opposed to relative evaluation of student performance. And those are key concepts in the goal to create optimum learning conditions for individuals.

Mastery learning, accompanied by variable credit, is a simple concept in which the number of credits accumulated is a direct reflection of the amount learned. At present everyone who completes a course satisfactorily receives the same amount of academic credit--despite the fact that some students learned a lot and received A's while others learned little and received D's. In other words, we permit achievement to vary from A through D while holding credit constant, at say three hours per semester course. Mastery learning with variable credit would reverse that. Achievement would become constant, and all would study the subject matter until they learned it. Credit, however, would become variable; some people would accumulate more credit in a year than others.

Mastery learning requires every student to demonstrate mastery of the learning task in order to receive credit. Thus if a student earns three credits, we can assume that he or she knows the material well; what we do not know from the transcript is how long it took him or her to learn it. The tradeoff is whether we would rather have students who know what they know well or whether the time it took them to learn it is somehow more important. Actually, the contest between learning something well and learning whatever is possible in the time allotted reflects our value judgment of the importance of the learning. We would not dream of having a student

learn airplane landings as well as possible in a semester; practice would continue until the student knew how to land safely every time. But if the learning task is English or history, then we seem to say that whatever can be learned in a semester is good enough.

Benjamin Bloom (1971), Distinguished Service Professor of Education at the University of Chicago, claims that 95 percent of the population can learn the school curriculum to mastery if given enough time and appropriate help. He cites research to show that instruction presented under conditions of mastery learning enables about four-fifths of the students to reach a level of mastery attained by less than one-fifth under non-mastery conditions (Bloom, 1976).

The advantages of mastery learning are both cognitive and affective. Moving a D student who has failed to master the fundamentals along at an administratively convenient time such as the end of a semester practically guarantees failure in sequential learning. It is highly unlikely, for example, that a student will ever become proficient in algebra if he or she has not mastered arithmetic. Ironically, however, the student who earned an A in arithmetic has more time to devote to learning algebra than the D student who must continue to struggle with arithmetic while trying also to learn the new subject of algebra. Research (Colman, et al., 1966) shows that as children progress through school, poor achievers fall farther and farther behind high achievers--not because they are dumber or even slower than their peers, but because they lack the skills to approach each successive learning task effectively.

Even worse than the cognitive handicaps wrought by traditional education's notion that everyone should move along at administratively convenient times is the affective damage done to young people who are offered no alternative to doing poor work. A school lifetime of doing a job half-way because the student never has the time to master the task must surely take its toll in feelings of frustration and,

by the time they get to college, in feelings of indifference and loss of self-confidence. Many of the students entering open-door colleges these days, and many entering selective institutions as well, exhibit little pride in academic accomplishment because, I suspect, they have had little opportunity to experience the satisfaction of doing school work as well as they could do it. That state of affairs is as true for the top third of the class as for the bottom third. Under the prevailing constant-credit, variable-quality methods of traditional education, the bottom third of the class never reach their potential, while the top third stop short of their full capacity for learning. Neither group achieves the satisfaction of maximum accomplishment.

Gearing credit to amount learned rather than the time served is especially important as we move into lifelong learning. Poor or mediocre academic performance, measured in traditional ways is done and cannot be improved. A "C" transcript cannot be turned into an "A" record. But measures geared to units mastered can be accumulated over a lifetime of learning. A young person may have 200 credits to an active older learner's 400. The difference, however, lies not in the quality of the learning but in the amount.

There is little doubt that mastery learning with variable credit helps to establish conditions permitting maximum learning for individuals. But it also has some other advantages. It raises rather than compromises academic standards by insisting that students know what they are certified as knowing. It offers positive rather than negative rewards through permitting all students to reach maximum achievement. And it provides strong motivation through demonstrating to all students that they are capable of good work.

In my opinion, learning tasks mastered in learning laboratories should not be considered mere adjuncts to classroom learning. They should be fully creditable, as indeed they are under the concept of competence-based education where

the measure of learning resides, not in what was taught in the classroom, but in what was learned by the student. If it is true that education will move increasingly toward individualization, why aren't educators preparing for an educational revolution that would help students learn and teachers teach.

Ultimately I think we will face up to the idea of revolutionary change in education because we are simply unable to solve some of today's most pressing problems in the framework of an organizational structure that works against learning. But change is complicated, especially conceptual change. Colleges seem to be able to handle procedural change such as changes in electives or modifications in the academic calendar--although goodness knows anyone who has ever lived through either of those changes on a typical campus knows how time-consuming and difficult even inconsequential change can be in academe. But shifting the purpose of education from teaching semester courses to producing student learning is a conceptual change of major proportions. Let me illustrate the complexity of such change through the use of an analogy.

My story is about a furniture company that is organized around the completion of time units rather than furniture units. Things move in this company at the end of a day rather than upon the completion of a chair. They got started on this rather peculiar and non-functional approach through first determining that the average carpenter could finish a chair in a day. Then they proceeded to organize the entire furniture company around the day as the unit of accomplishment. Packers, shippers, billers, and all of the administrative offices of the company use the day as the basic measure. Chairs are sent along at the end of each day regardless of their state of completion.

Because people are so used to gearing their work to the completion of the day rather than the completion of the chair, they soon cease to notice the inefficiency of having faster-than-average carpenters sitting around doing nothing after their

chairs are finished. Anyway fast carpenters usually learn to string out their work, and since they receive greater rewards than slow carpenters, they do not complain too much.

The reason slow carpenters receive lower rewards and fewer benefits is obvious. They do not reflect as well on the company because their chairs are inferior, and it is quite understandable that unfinished chairs, like C and D students, sell only after better chairs are gone. Eventually slow carpenters too adjust to the system. They realize they are not valued as much by the company, and anyway some who have never completed a chair do not really know how to do the final touches. They are not very proud of their chairs; they hate going to work, and they dislike their inferior chairs and their low reward, but what can they do? The goal of the company is to average a chair per carpenter per day. And the responsibility of the company to society is to label and sell inferior products for lower prices.

Now one fine day a new president comes to the furniture company. It is her notion that the new goal of the company is to turn out quality chairs. To do this she realizes that the whole organization will have to be redesigned. Completed chairs will henceforth be the goal, and chairs will be sent to inspectors, packers, and billers when they are completed rather than at the end of each work day.

Well, when the new plans were announced, there were massive complaints throughout the furniture company. The first to complain were the inspectors and graders and their complaints were numerous. In the first place, because of the individual differences in the rate of work of the carpenters, chairs would be coming along every 15 minutes instead of 30 at the end of each work day, and that would completely wipe out the peaks and valleys of their workload. It is not unlike what would happen in higher education if staff were prohibited from complaining about how busy they are at the beginning and end of each semester. Furthermore, having 30 chairs all at once permitted inspectors to make comparisons so that they could tell a good chair from a bad one and thus fulfill their responsibility to the customers

to clearly label the relative quality of their chairs. And finally there was the problem that inspectors could not be expected to make a new test for each chair as it came along, but if they used the same test continually, the word would be passed along and soon carpenters would discover the criteria for grading chairs. Eventually everyone would be able to produce quality chairs, and that would not be fair. It is a little hard to understand why it would be unfair to make known the test used by inspectors to grade the chairs, but I think it had something to do with straining public credibility by producing too many good chairs. As everyone knows, most chairs produced by any given company must be average--otherwise you have inflationary standards.

The next employees to complain were the fast carpenters. Although the new system still permitted them to receive greater rewards because they were producing more chairs, it also made them work harder, and they no longer had all those leisure hours toward the end of the day. And finally, the slow carpenters complained because they too had to work harder. Most had become accustomed to sending out unfinished chairs at the end of the day and they no longer aspired to high wages for increasing their production.

And so the fable of the furniture company ends. The public is still unhappy with their unfinished chairs, even though the unfinished chairs are clearly labeled and they don't cost as much. The innovative president of the furniture company became very controversial. Among other things, it all goes to show that affirmative action may be asking for trouble when it brings people into the system who don't understand how or why the old system works. Anyway, the president resigned her position, a sadder but wiser executive. Since so much furor had been raised over the bold experiments, the furniture company had to do something innovative to show that they were not opposed to change <u>per se</u>, so the furniture inspectors decided to raise standards by increasing the number of warning labels on their unfinished

chairs. To further demonstrate their concern, they decided to lobby for legislation that would prevent chairs deemed not sound enough to sit on from bearing the seal of the company that produced them.

The moral of the story is that it may be easier to found a new furniture company than to change an existing one.

Despite my tongue-in-cheek analogy, I remain optimistic that new alternatives will prove themselves and that practices in education will become more consistent with our new purposes.

Now I would like to turn to a second question. What would happen if colleges treated adults like adults? College students are becoming older. One third of all degree-credit undergraduate students today are over the age of 21. The average age of community college students is 28 and rising. During the decade of the 1970's, the number of 25 to 34 year olds in the population will increase five times as fast as the number of 18 to 24 year olds. Added to the shift toward an older society is the shift toward a learning society. The number of adults engaging in learning activities is increasing even faster than their numbers in the population. During the six year period between 1969 and 1975, the number of adults participating in organized learning activities, in or out of the formal school system, increased 31 percent compared to a 13 percent increase of their numbers in the population.

Since colleges were originally designed to serve a primarily adolescent and dependent clientele, it appears that substantial changes are needed if we are to serve the learning needs of adults. What should higher education be thinking about on this eve of the lifelong learning movement?

For starters, we might consider some distinctions between pedagogy (education for children) and androgogy (education for adults) (Knowles, 1969). One important distinction between adult and child learners concerns self-concept. Children perceive themselves as inexperienced people without much responsibility for decisions

at home, in school, or in the community. They expect school authorities to make the decisions, and they expect to learn more or less what they are told to learn. Adults, in contrast, see themselves as decision-making members of family and community groups. The school experience that casts students in subservient roles seems incompatible with an image of responsible adulthood.

Many adults are finding college classes an unsettling experience because the school situation carries lingering images of obedience and dependency. The internal conflict is between images of how students should behave in school and recent experience with how adults are expected to behave in society. Thus colleges will need to learn how to accept into full partnership adults who wish to share in the decisions about what and how they shall learn.

I am a staunch advocate of the learning society, but I confess that I have mixed feelings about the influx of adults into formal learning in colleges and universities. Research indicates that there is an impressive amount of self-directed learning taking place now completely outside of organized learning activities (Tough, 1971; Penland, 1977). Researchers (Touch, 1977) estimate that 90 percent of the adult population design and carry out learning projects each year, locating their own learning resources and deriving considerable joy and satisfaction from learning.

My concern is that in our exuberance for recruiting adults and certifying that <u>their</u> learning projects meet <u>our</u> standards, we will corrupt independent, self-directed learners into learners dependent on someone else to determine where, when, and how people should learn. Visions of a learning society with people of all ages enthusiastically pursuing learning that interests them could so easily turn into a joyless learning society with people grimly fulfilling requirements and seeking legitimacy for every conceivable variety of learning. It is possible, I think, to ruin lifelong learning by turning it into lifelong education. I can

only hope that adult learners are more determined to convert education to their needs than education is to convert adult learners to traditional patterns of school learning.

A second characteristic of adult learners, documented time and again in the research, is their pragmatic approach to learning. Adult learning is motivated primarily by the desire to solve immediate and practical problems. They are interested, not so much in storing knowledge for use at some future time, as in applying knowledge to life goals that seem important to them.

Research on adult learners who were engaged in their own independent learning projects (Tough, 1968) showed that for almost three-fourths of these learners the primary reason for starting their learning project was the desire to use the learning directly in order to do something, produce something, or decide something--in short in order to take action. Ranking quite far down the list on adult reasons for learning was academe's traditional reason for teaching--to aid students in understanding. Fewer than one-third of the adult learners indicated that they were strongly motivated to undertake their learning project in order to understand better what they were reading, hearing, or watching.

The third characteristic of adult learners that differentiates them from children is their reservoir of life experiences. New learning for adults has to be incorporated into an existing framework of learning and experience. Adults do not come to school with a blank slate waiting for it to be filled by teachers. They want to know how new knowledge relates to their own thoughts and experiences. This, of course, has both advantages and disadvantages. It means that there are more pegs on which to hang learning that is meaningfully related to past knowledge and experience. At the same time, it may mean that some things have to be unlearned because the new learning is not compatible with the old. Unlearning the child-dependent role of subservient student is a good example of past experiences that

interfere with learning a new role of self-directed learner. One educational theorist (Ausubel, 1968) puts it this way, "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly." Easily said, but not very easily done, especially in the case of adults where surprising gaps in learning may exist alongside amazing sophistication.

The research showing that adults are a more diverse collection of individuals than younger college students (Knox, 1977) is easily comprehended when we contemplate the variety of experiences of adults as they move through life. Teaching such diversity as though it were a group with common backgrounds and common expectations is both foolish and wasteful.

And so I return to my question, what would happen if higher education were to treat adults like adults? First, we would take official recognition of the motivation of adults to learn in order to use their knowledge and skills. We would acknowledge the fact that most want to become more competent people in order to do something better or to make more informed and better decisions about the things that matter in their lives--their jobs, their families, and their communities. Our practice of stopping learning at the end of a semester in order to grade the learning accomplishments of adults is so irrelevant to their needs that the practice simply does not exist in any form of adult education except that done in traditional schools and colleges.

If competence is the goal, t[illegible]s essential to start with the learner rather than with the course. The diver[illegible]y among adults is so great, both with respect to backgrounds and goals, that lockstep education makes no sense. Individualization is every bit as important for adults as for young people--probably more so. Adults need individualization in curriculum as well as individualization with respect to pace and methods. By individualization, please remember that I mean to make room for people to learn in groups where group interaction is a

deliberate strategy designed to promote learning rather than a necessity dictated by administrative or economic considerations.

And now I have come full circle. The answer to my two questions about the future of community college education merge. What would happen if student learning were to become the major purpose of education is not very different from what would happen if colleges were to treat adults like adults.

3/28/78

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PANEL A

TOPIC: HAVE THE STUDENT SERVICES OF THE COMMUNITY COLLEGE PROVIDED FOR THE SUCCESSFUL DEVELOPMENT OF THE NON-TRADITIONAL STUDENT?

SPEAKERS: William Moore, Jr., Ohio State University

Dolores Bullard, Bronx Community College

Helen Faust, Community College of Philadelphia

Margaret Grip, Community College of Philadelphia

Calixto Marques, United States Office of Education

Discussion in this panel was directed toward the following points:

I. Among those commonly referred to as non-traditional students can be included the following:

   a. older students
   b. those not academically prepared for college
   c. the first members of their family to attend college
   d. bilingual students

II. The special needs that these students have include:

a. a need to develop a sense of comfort within the educational system, and eliminate the fear of entering higher education;
b. a need to assess who they are and to set rational goals;
c. a need to develop skills in dealing with stressful situations.

III. The Community College of Philadelphia counseling staff has developed a comprehensive program to meet these needs. Among the services offered are:

a. a peer counseling program;
b. drop-in counseling for students not secure enough to make and keep regular appointments;
c. special group sessions such as values clarification, test anxiety, single parents, and career development;
d. specialized services for the deaf, handicapped, and bilingual students, as well as counselor back-ups for each curriculum;
e. referral for students with problems that cannot be dealt with directly by the counseling staff.

IV. There is still a need to provide an adequate form of recognition for the attainment of academic honors and other achievements. Students need opportunities to demonstrate their leadership abilities.

V. It is becoming increasingly apparent that the provision of child care facilities by the college or by another organization near the college will be essential as more mothers of young children are attracted to the college.

VI. Academic needs cannot be dealt with outside of the context of financial, personal and other needs.

VII. The most essential academic needs of the non-traditional student can be identified as:

a. the acquisition of literary competency
b. a general knowledge of humanities and literature
c. specific knowledge related to students' career fields.

One unanswered question is how the community colleges can provide their graduates with minimum study skills so that they will not have to repeat remedial courses upon transferring to senior institutions.

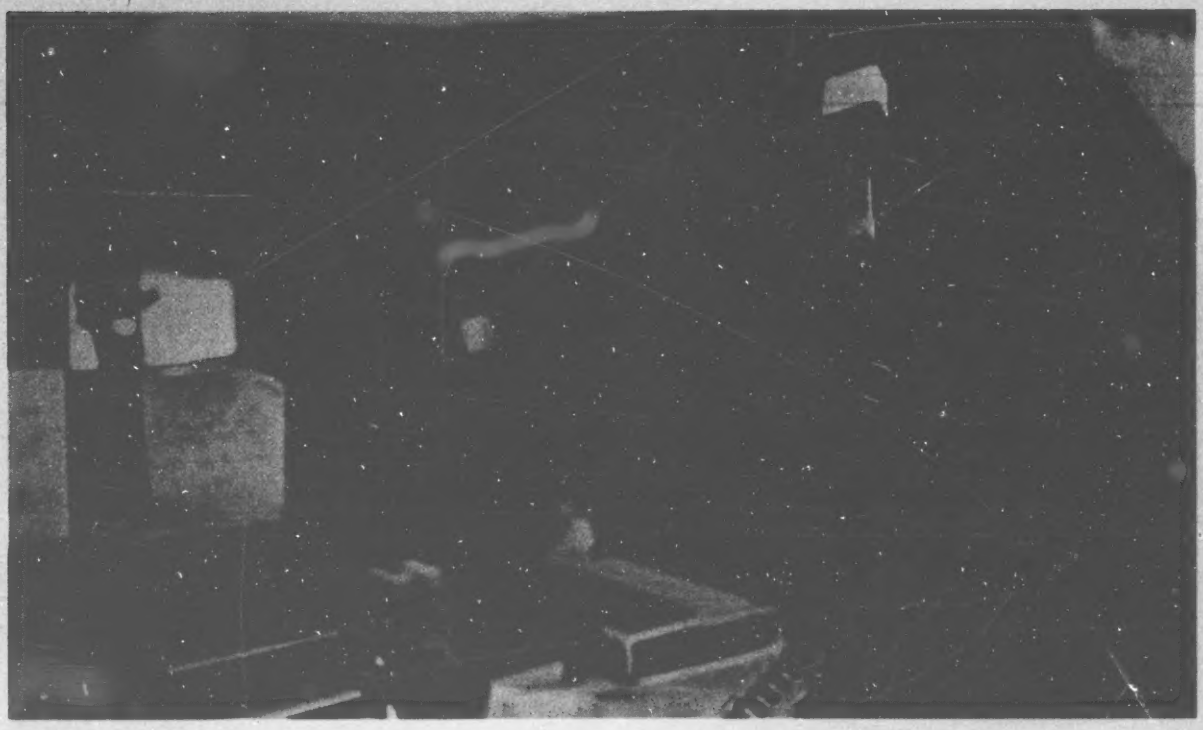
VIII. A college's philosophy of financial aid often determines how much money

it will be granted by the U. S. Office of Education. It is important to work out comprehensive budgets which include not only the direct costs of education, such as tuition and books, but also the indirect costs including; transportation, babysitting expenses, income reduction from lost working hours, household maintenance costs, and personal expenses. Financial aid awards frequently do not consider the needs of the non-traditional student.

IX. The U. S. Office of Education now insists on a stated policy of academic standards and progress by each college. Unfortunately, the liberalization of student status at community colleges has in some cases made financial aid a reward for academic failure.

X. Colleges should be aware that students can no longer be compartmentalized easily; there is simply too much diversity among them today. Students need to feel that someone will be available if they need help. Community colleges often find that they have become too process-conscious and have neglected methods of dealing with individual student differences. A major question is: How should counseling services be delivered? Help for students must be available from the time the student seeks admission to the college to the time he leaves. Continuity of records must be maintained. Students benefit greatly from seeing one person regularly (counselor, faculty, or staff) throughout their college experience.

Recorder: Dino Fiabane, Community College of Philadelphia



PANEL B

TOPIC: WHAT COURSE CONTENT AND MODES OF INSTRUCTION WILL BE REQUIRED TO MEET THE NEEDS OF THE FUTURE COMMUNITY COLLEGE STUDENT?

SPEAKERS: John Roueche, University of Texas at Austin

George Beers, Community College of Philadelphia

Lorraine Beitler, New York City Community College

Judith Kodroff, Community College of Philadelphia

Irving McPhail, Morgan State College

The session included a brief introduction by the moderator, fifteen minute speeches by panel members and a question-and-answer period.

Modes and media for instructional development was the topic of Beers' talk, which was implemented by detailed visuals. Beers stated that, in the future greater emphasis will be placed on interactive instruction via media, and the media used will take a variety of forms, including the video disc.

Kodroff discussed courses of the future. She stated that while at present most community college courses are geared to students transferring to four year schools or to students enrolled in a vocational program, in the future, students will not fall exclusively into these areas. Kodroff sees a need for a variety of courses dealing with such areas as family life (courtship, parenting), health (sexual development, smoking) and science (chemical make-up of household cleaners, cosmetics).

Beitler discussed the future role of community college faculty. She stated that they must work within their departments to prepare students to go from basic departmental courses to higher level courses. In addition to present obligations, such as committee work and on-going education, she feels they should more fully participate as advisors, both in course selection and job placement. She also noted that four year colleges are beginning to compete for the same students that community colleges are now enrolling. Community college teachers need to have pride in what they do and should not feel threatened by four year college faculty.

McPhail spoke of a program currently in effect at Morgan State College that might be a prototype for the future. The program provides for a division of courses. Lower division courses (mostly introductory) rely heavily on developmental education techniques. Upper division courses function without the skills approach. For the lower division, reading, writing and mathematic clinics are offered. Departmental faculty are invited to lecture to students enrolled in the clinics, which enables students to try note-taking skills on an actual model. To inaugurate this program, attendance at an Institute of Basic Skills was required of all faculty. As a follow-up to the Institute, workshops were offered to individual departments to further help faculty with content presentation.

The question-answer period covered a variety of questions directed to all

panelists. Moderator Roueche commented that the real success criterion for a developmental program is the student's performance after leaving the program. He suggested that in preparing students it is good to know what criteria (eg. reading level of text) they will be expected to meet when they enroll in future courses. In speaking of the future, Roueche mentioned that community colleges need to develop a public relations program to attract students. Thirty percent of the community people who could use an area community college do not know they exist.

Recorder: Mary Anne Burns Duffy, West Chester State College

PANEL C

TOPIC: SHOULD THE CHANGING COMMUNITY COLLEGE REQUIRE SPECIAL PROGRAMS?

SPEAKERS: Moderator: William Moore, Jr., Ohio State University

Panelists: Mary Hoover, University of Pennsylvania

Rexford Moon, The College Board

David Shore, Prince George's Community College

Aram Terzian, Community College of Philadelphia

To the question "Should the Changing Community College Require Special Programs?" the panelists predictably answered a resounding "Yes!" Shore pointed out the inevitability of instructional problems in institutions in which 75% of the students are by most parameters "non-traditional", but most teachers are "traditional". He suggested that the main distinction between the traditional and non-traditional student is that the former comes to school already knowing 75% of what you intend to teach, while the non-traditional student does not know 75%. Courses are based more on institutional needs than on student needs. The community college, he said, needs to develop much greater flexibility with times, places, and methods of teaching, and needs much more feedback on results. Both the faculty and administration should be constantly evaluating programs to be sure they are doing something for the student rather than to him, and must provide the support services that are necessary for the student to succeed.

Hoover pointed out that most of our non-traditional students do not speak the Standard English dialect, yet few faculty understand the implications of this fact, much less have the training to deal with it. The teacher needs to be educated in sociolinguistics, which does not mean an abandonment of Standard English, but an enlightened perspective on its relation to other English dialects. The teacher must understand the student's language in order to teach effectively, and many subjects may require a modified "English as a Second Language" approach.

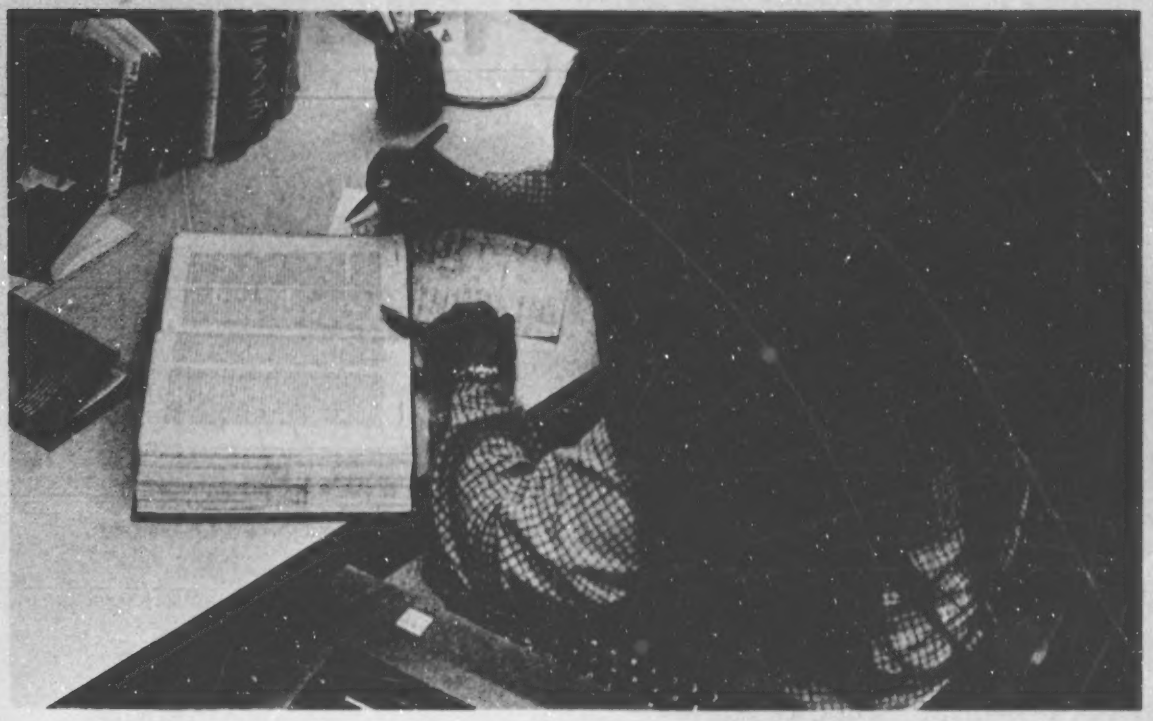
Terzian spoke about the needs of the most non-traditional students of all,

the physically handicapped, who are often treated as sub-human simply because of their physical limitations. The increasingly stringent legislation to guarantee the rights of this group will have a major impact on community colleges as more physically disabled make legal demands for equal educational opportunity. Programs will have to be re-evaluated to determine whether their often unintentionally restrictive requirements are defensible, and teachers will have to adjust both their performance expectations and their frequently inhumane personal attitudes.

Moon recalled his own past as a non-traditional student, and suggested that we just drop the term and call everyone "learners". Adults are the primary target for community colleges as the demographics of the student population change, yet less than one-half of adults possess the basic skills. Most adults are independent learners with very specific educational goals, frequently work-related, but traditional community college programs which are geared to the late adolescent do not suit them. Colleges must not wall themselves off from other learning institutions, such as museums, or they will find themselves competing for students instead of co-operating in education. The adult learners are willing and financially able to take part in programs, but the community colleges must adapt to their needs, or they will find (or create) other institutions that will.

The question and answer period that followed concentrated on the nature of "college level materials" and methods of evaluating the student's progress. This led to the question of credit--what does it mean and how should it be awarded? William Moore brought the extended discussion to a close with the observation that standards, unless they are absolutely objective, are bound to be subjective and therefore wildly variant.

Recorder: Steven Glogger, Community College of Philadelphia



WORKSHOP I

TOPIC: APPROACHES TO TEACHING WRITING

SPEAKERS: Martha Bernstein, Community College of Philadelphia
Joseph Hummel, Community College of Philadelphia
Adele Magner, Community College of Philadelphia
Paul McGarvey, Community College of Philadelphia

The first speaker at this session was McGarvey, who presented some techniques and exercises for teaching English 098. This is the remedial writing course given at Community College of Philadelphia and credit earned for the course is not transferable. McGarvey explained that he first asks his students to tell him everything they can about their neighborhood, and he writes these statements on the chalk board. This information is then organized by the students into composition form, the purpose of the exercise being to show the students that they have all of the information they need for writing.

McGarvey's next assignment is an exercise on punctuation patterns on which students work in pairs. The sentences in each part of this handout are the same, in order to clearly illustrate the pattern. The second handout McGarvey uses, entitled "Street Music", has as its purpose the combining of ideas or choppy sentences. Handout number three consists of examples of student writing. A sentence is taken from this handout and put on the board, after which about 10 or 15 minutes is spent on revising it. The sentence may be revised several times before the final product is reached, thus helping to develop an awareness that one sentence may require a number of revisions. McGarvey believes that using student writing makes the work more meaningful. The fourth handout that was presented was an exercise in changing syntactic form, which completed McGarvey's part of the workshop.

Bernstein and Magner next explained the use of "teaming" and conferences for teaching English 100/101. English 101 is the college level freshman composition course, which all students must complete at Community College of Philadelphia. Not every student can attain 101 credit at the end of the first semester, in which case they would earn credit for English 100 and then retake the course until achieving the credit for the English 101 level. Bernstein and Magner explained that they had the same goals for teaching their 100/101 courses, so they combined their syllabi, taking the best features of each, and decided which one would teach which parts of the course. They then pooled their classes, both meeting with the classes at the same time and each teaching part of the class. Bernstein and Magner believe that the advantages to the students of the approach are as follows: 1.) the students hear two approaches, as well as two voices, in the class hour; 2.) the situation is more realistic to the students because there is dialogue between the two instructors, who may consult each other in the class on various points; 3.) the two instructors help each other to pace the class. The advantages to the teachers of the approach are the following: 1.) there is professional peer evaluation on the spot; 2.) if

one partner is late or ill, the other partner is there, and 3.) that if a student does not like one teacher, he may relate to the other teacher.

Bernstein and Magner explained that they were using such great numbers of handouts that they compiled them in book form, rewriting many of the handouts in their own words. Rewriting the handouts served the purpose of presenting information and exercises in words that the instructors had used in class, and in the form in which they wanted to present it. Compiling the handouts in book form was also advantageous in eliminating the loss of separate sheets by students, in not costing the students anything, and in the students knowing that the book came from their teachers.

The use of conferences in the course comes after the end of the third or fourth week of the semester, when Bernstein and Magner assign the first long paper. Classes are suspended for the week, and each student is given a conference time of 15 minutes in length. A folder is kept for each student, with a chart in each folder for recording progress. If a student misses a conference, he is given an F for that assignment. Students are also assigned time with a tutor in the college's Learning Lab.

The final presenter at this session, Hummel, explained his method of teaching English 102, a course in writing a research paper. Students are initially sent to the library for copies of poems and told to get them without the help of a librarian, thus introducing the students to using the library. Sets of study questions are given for each poem, and the poems are read and discussed in class for a week and a half. Each student must then choose one of the poems on which to write a paper. Examples of topics that could be selected would be various critiques of a poem or interpretations of a poem. The students are given a bibliography for each poem. While the students are working on this project, classroom discussions are held on research techniques, how to use note cards, write bibliographies, and other research related issues. Quizzes are given on research techniques, which are often open-book

tests for the purpose of familiarizing the students with the textbook. A mid-term exam is given on technical aspects of research technique. Following completion of the first paper, Hummel analyzes the paper's strengths and weaknesses and the second half of the semester is spent working on a research paper of 10 to 15 pages in length. Hummel's classes are organized into A and B groups. Group A comes to class on Monday, Group B on Wednesday, and both groups attend on Friday. This arrangement gives more time for working with small groups on what they are doing in their research papers. Hummel also meets students in his office during office hours in order to look at papers in progress.

Recorder: Judith Kodroff, Community College of Philadelphia

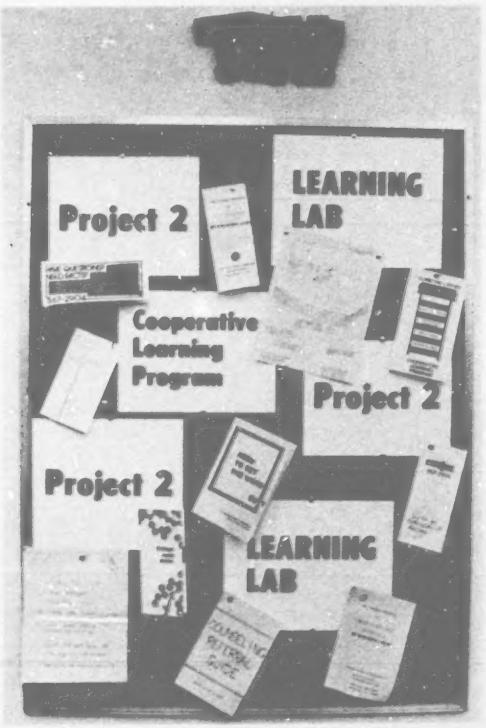
WORKSHOP 2

TOPIC: HOW TO DEVELOP AND IMPLEMENT A SPECIAL PROGRAM

SPEAKERS: Marjorie Dugan, Community College of Philadelphia
Helene Gerstein, Community College of Philadelphia
with Bobbye Burke, Elizabeth Healey, Dean Jordan, Jerold Price
and Kathleen Watkins, Community College of Philadelphia

The workshop covered two programs at Community College of Philadelphia: the Cooperative Learning Program (CLP) and the Competency-based Education/ Social Science Program.

Dugan outlined the CLP program, explaining that the diverse needs of the non-traditional student prompted its creation. The program itself is a two-semester program, which contains, in addition to college-level course work, a seven-week orientation program and weekly tutoring. A contract is signed between the student and the program coordinator. which commits the student to participation



in classes, conferences and tutoring. The program has grown from its inception with four instructors and sixty-six students to its present thirty-five instructors and four hundred students.

Gerstein's program involves a competency-based program which prepares students for work in education, mental health and social science fields. Gerstein commented on the difficulty of trying to be agents of change in a traditional structure. She also mentioned that special programs usually have the added responsibility of being accountable to many offices, both campus and governmental.

Following the explanation of the programs, speakers and participants interacted concerning the programs. The audience was mostly interested in CLP and how it functioned. Four faculty participants in the CLP (teachers of art, chemistry, history, mathematics) spoke on approaches they have developed for the Program. In response to questions concerning student performance in college level courses, it was mentioned that CLP students are in the 20th to 50th reading percentile on the placement test in reading which is administered at the time of registration. Students falling in lower reading percentiles are enrolled in a different program, where intense work is done by reading specialists. Another large group of Community College of Philadelphia students work through a Learning Lab program.

Participants agreed that the holistic model appears to be the most effective design for assisting the non-traditional student; that is, counseling, administration, instruction, and support services should be integrated.

Recorder: Mary Anne Burns Duffy, West Chester State College

WORKSHOP 3

TOPIC: HOW TO DEVELOP AND IMPLEMENT A LEARNING LABORATORY

SPEAKERS: Florence Fishman, Community College of Philadelphia
Joseph Howard, Community College of Philadelphia
with Miriam Aberra, Dom Berducci, Rosemary Cabry, Irene Delpino, Grace Flisser, Yvonne Foster, Ann Gill, Joan Gilmore, Carolyn Henry, Sam Hirsch, David Kessler, Ginny Raffel, Judith Rossman, Bill Salotto, Alison Simmons

Fishman and Howard explained the history and organization of the Learning Labs at Community College of Philadelphia. Fishman explained that the Learning Lab at the 11th Street campus absorbed both the originally independent Writing Workshop and the Math Lab, and has become a major operation employing several reading specialists and paraprofessionals as well as paid student tutors, with herself as administrator, Delpino as director of the Writing Workshop and Hirsch

as director of the Math Lab. She also emphasized the importance of a highly competent secretary/receptionist who can stand a lot of pressure in a very hectic setting. Howard explained the working of the Learning Lab at the Spring Garden campus, where most students are in technologies and career programs, and therefore many are in content seminars as well as basic skills tutoring. Fishman and Howard both emphasized that the tutoring was personal and not mechanically mediated, although audio/visual and computer technology was available as a supplement. Both also emphasized the importance of faculty co-operation and faculty/tutor contact in making the lab work. The labs are strictly voluntary, although an individual teacher may require that a student use the lab, and some special programs mandate regularly scheduled tutoring for all their students. A brief slide show was given to illustrate some important physical aspects of the lab. After the slide show, the participants broke into six separate groups based on individual interests; each group convened twice so that everyone could participate in two different workshops. The workshops were run by a combination of administrators, paraprofessionals, reading specialists, and student tutors. The sections were: 1) "Science and Math Made Easier Through Tutoring", 2) "Training of English Tutors in a Writing Lab", 3) "Techniques of Tutoring in the Social Sciences", 4) "Tutor Training", 5) "The Different Roles of the Reading Specialist in the Lab", 6) "Organizing and Managing a Learning Lab". The sections which seemed to draw the biggest crowds were numbers 2, 4, and 6, apparently indicating that most participants were more concerned with the organization than with the content of the labs.

Recorder: Steven Glogger, Community College of Philadelphia

WORKSHOP 4

TOPIC: HOW TO MEET THE UNIQUE NEEDS OF THE ESL/BL STUDENT

SPEAKERS: Virginia Allen, Temple University

with Susana Daniele, Community College of Philadelphia

Most of the conferees at this workshop were persons involved in setting up new English-as-a-Second-Language/Bi-Lingual Programs. As the group collected in the room, Allen played a very repetitive recording, which she later identified as the names for the first six numbers in Esperanto. She used this to point out the amount of time normally wasted at the beginning of a class, during which students can be informally, even subliminally, exposed to important parts of the target language. Allen concentrated on the importance of working from deep structure to surface structures, teaching students to be flexible in the ways they could express a single meaning content, so that synonymity was learned at the sentence level rather than at the word level. To this end, she had the

entire group try an exercise in which people interviewed one another briefly, then found two different ways of wording an introduction with the same content. She also mentioned such teaching devices as the use of Cloze tests, copying, dictation of familiar sentences, paragraph completion, free writing, and unscrambling sentences. To illustrate the last, four persons were each given a sentence, which the four of them had to recite in the proper order based on internal clues such as connectives and verb tenses (interestingly, the native English speakers had great difficulty doing this).

Daniele described the actual ESL/BL Program at Community College of Philadelphia, in which two-thirds of the students are Spanish-dominant. Because many Hispanic students want college level work beyond the regular ESL program, many students take standard content courses (math, biology, psychology, secretarial science, etc.) in Spanish, with Speech, Reading and Writing in ESL. An attempt is made to effect the transition to English as soon as possible. For example, Biology 101 is given in Spanish, but Biology 102 in English. The success ratio in 102 is pretty much the same for Hispanics who take 101 in Spanish as for Anglos who take 101 in English. At Community College of Philadelphia Spanish content courses are not offered to U.S.-born bilinguals, who tend to be English-dominant. Daniele expressed the belief that in ESL courses some competition among nationalities is healthy, particularly if they are well balanced in number and ability. Community College of Philadelphia's largest non-Hispanic groups are Vietnamese, Chinese, and Russian Jews. Both Daniele and Allen emphasized the importance of integrating content course material into ESL Reading and Writing courses.

Recorder: Steven Glogger, Community College of Philadelphia

WORKSHOP 5

TOPIC: UNLOCKING THE MYSTIQUE OF READING/WRITING INSTRUCTION FOR CONTENT TEACHERS

SPEAKERS: Ann Gill, Community College of Philadelphia

Kit Foster, Community College of Philadelphia

Judy Kean, Community College of Philadelphia

Greg Williams, Community College of Philadelphia

The presenters of this workshop believe that reading does not have to be a puzzling task for instructors and students. They explained three simple, yet powerful, techniques which teachers can use to make reading meaningful. The presenters guided the participants in clarifying expectations for a course, explained how to informally evaluate a student's reading abilities, and demonstrated how to use a sequence of questions to improve a student's skills to match the instructor's expectations. The final portion of the workshop presented

a method of improving students answers to essay questions.

In the first part of the workshop, Foster led the participants to verbalize and clarify their expectations of their students. When discussing their expectations for a course, the participants showed they valued study skills; they expected students to be able to categorize, locate answers in the text, and take a test. The participants decided that mastery of the content of the course was important, but that the biggest problem was getting their students to learn the vocabulary related to a field of study.

Gill showed how an informal inventory provides a prompt diagnosis of each student's reading abilities with regard to the course textbook. In order to conduct this inventory the teacher should select three passages of at least 100 words from the textbook and write two vocabulary, four fact, and four inference questions for each passage. Before giving this inventory, the teacher should prepare the students by explaining the purpose for this task and distinguishing the inventory from a test. The students may work with their books open, which will simulate a study situation, or with their books closed, which will measure memory. Students who score 70% or above on this inventory can probably handle the textbook; those who score below 70% and above 50% can probably handle the textbook with assistance. The test is probably too difficult and therefore not suitable for students who score below 50%.

Williams asked a series of factual questions about expectations and informal inventories. The participants remembered what was said earlier and the presenter guided them in relating their expectations to the performance of their students. He asked them to evaluate their expectations, which should be reasonable and clearly stated. Situations may arise in which the expectations of an instructor, such as the expectation that a student can read an assigned text, may be unreasonable as determined by the informal inventory. Since instructors cannot drop the

book which the students have already purchased, what are they to do? The presenter recommended that instructors solve this problem in class the way he handled the workshop. A planned sequence of questions may be used to develop four reading skills. The first skill is Naming and Specific Facts. Students new to college seem, as a rule, to learn the vocabulary and facts related to a specific course. Questions asking "who" or "what" develop this skill. The second skill, Relating Terms and Ideas, can be improved by questions asking a student to apply terms and facts to develop a causal or sequential relationship or make simple comparisons. Later, students can begin to take the specifics which they have learned and produce new relationships between the content of the course and experience or concepts from another source. This is Applying. The fourth skill is Comparing and Evaluating. This skill is developed by questions which require a student to establish and analyze criteria and then evaluate concepts learned on the basis of these criteria.

Kean demonstrated means of teaching students to take essay tests. Teachers may find the results of their essay tests discouraging since many students may not have had practice or experience with essay answers. Rather than give in and resort to multiple-choice tests, however, teachers can help improve their students' essay answers through activities like the following:

1. Clarify meanings of verbs, such as compare, define, and list, used in essay questions.
2. With a practice question, have students circle these verbs.
3. With practice questions, have students underline the key words in the question concerning the content of an answer. (For example, the words telling what is to be defined or compared should be underlined.)
4. Have students recall what they know and write a brief outline.
5. Construct a good topic sentence that expresses the broad main idea of an answer.
6. Develop this topic sentence with facts.

Recorder: Joseph Howard, Community College of Philadelphia

WORKSHOP 7

TOPIC: HOW TO MEET THE NEEDS OF THE HANDICAPPED STUDENT

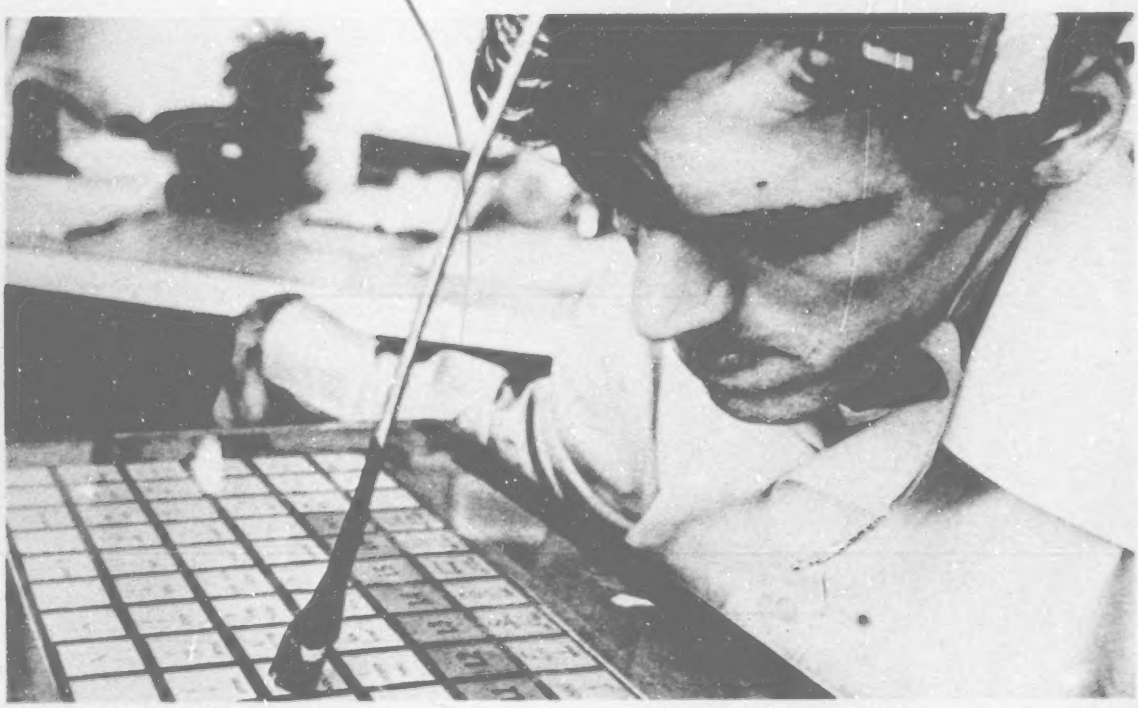
SPEAKERS: Yona Dimond Dansky, Free Library of Philadelphia

Sharon Woltz, Community College of Philadelphia

The session began with the viewing of a videotape on handicapped students at Community College of Philadelphia. The film showed the many services Community College of Philadelphia (CCP) has for these students, among which are transportation, special equipment, tutors and interpreters.

From this introduction, Woltz described the special needs of the fifty handicapped students at Community College of Philadelphia and how they are met. She explained that for deaf students the services of a professional interpreter are necessary.

Woltz explained that funding for special equipment is an area which should be investigated. As an example, she mentioned three special machines used by



cerebral palsy students that were acquired through Pennsylvania's Bureau of Vocational Rehabilitation. As far as the recruitment of students, Woltz said that this takes a lot of effort and involves a good rapport with community groups. Interested faculty are also necessary. Woltz feels that 90% of the faculty at Community College of Philadelphia cooperate with the program. In-service seminars are held to help faculty in working with handicapped students.

Dansky's talk covered the nature of deafness. She explained that the average reading ability of adults who have been born deaf is at the third grade level. One reason for this is the difficulty in explaining abstract concepts to a deaf person.

Presently, there are two different types of language - signed English and American hand sign language, which is spoken by most deaf adults. Dansky mentioned that lip reading is a very poor substitute for sign language.

Recorder: Mary Anne Burns Duffy, West Chester State College

WORKSHOP 10

TOPIC: IN WHAT AREAS CAN THE PEER COUNSELOR PLAY AN EFFECTIVE ROLE?

SPEAKERS: Susan Sparks Schuehler, Bucks County Community College

Sandy Kunz, Community College of Philadelphia

The question posed in the workshop title was answered both verbally and visually as slides of peer counselors in action were shown throughout the session. Schuehler opened by describing the uses of peer counselors at Bucks County Community College in three major offices: Veterans, Goals (Act 101), and Continuing Education for Mature Students (CEMS). Each semester, five to eight new work-study students are hired as peer counselors for each office. To qualify, candidates must at least be in their second semester, be within the age range of the students they will be working with, and possess good academic skills. Those who not only enjoy helping people but also have had a less than smooth transition in their return to school are preferred because of their ability to relate to the problems of others.

Once a cross-section of students reflecting the range of curricula is selected, training begins on a trial basis. The professional counseling staff provides the guidelines for skills to be developed, such as the methodology of listening, questioning and reflecting feelings. The peer counselors attend counseling staff meetings to update their information and to brainstorm problems. They recognize they are not expected to handle severe emotional problems, and learn proper referral techniques for such cases.

The range of services peer counselors are capable of providing is vast. They have successfully been used at Community College of Philadelphia conducting pre-admissions interviews and pre-application groups, answering "learning line" calls, orienting new students, leading workshops, proctoring tests, acting as outreach speakers, recruiting, writing student newsletters, and more. Tapping the individual talents of peer counselors often brings about novel means of solving problems or provides the stimulus for the initiations of new programs.

In terms of financial resources for sustaining peer counselors, work-study funds are most often used, though some colleges have other monies available for hiring non work-study students. Some use tuition reimbursement, others draw students from human service career practicums, and still others use volunteers.

Schuehler's final point was that acceptance on campus of peer counselors depends on how the program is presented. She felt it essential to explain their functions and parameters to the other offices. By setting clearly defined boundaries of responsibility, providing statistics on referrals that peer counselors make on campus, and even by loaning them out, other offices in the college realize that no one is trying to assume their roles.

In selecting the five new peer counselors who start each semester at the Community College of Philadelphia, Kunz has requirements similar to those at Bucks County in that the candidates must represent a variety of curricula and must reflect the student population in age, sex and racial background. However,

her model of peer counseling contrasts with that of Schuehler because the training originates from a counseling model. The selection process Kunz uses begins when she and her co-trainer interview a student. Students must have completed one semester and have the recommendation of a faculty member or administrator. During the first interview, individuals are asked to talk about themselves, name their curriculum, date of admission to the school, etc. Personal information about previous jobs, home and family life is also sought. The second interview includes questions asked by two peer counselors presently on staff. To determine what special skills the student could bring to the job, they are asked what they feel is their greatest strength. The corollary "greatest weakness" question ironically often draws a student's response more easily. Final decisions are based on three qualities: enthusiasm, ability to talk and relate, and ability to self-disclose.

Working on the concept that she is building a team of student helpers, Kunz begins training with a "group-building" exercise. The first three weeks of training are spent on providing a solid foundation of college information. Conducted as a class, the training uses the catalogue as a text. Many assignments are given, "college bowl" type quizzes are staged, and the trainees make visitations and written reports on the various student service areas. The counseling phase begins on the fourth week of training and runs until the end of the semester. It consists of four hours per week of teaching and video-taping the peer's counseling skills using the format offered in Allen Ivey's book, Microcounseling. The six steps are: 1) attending behavior and non verbals; 2) minimal encouragement to talk; 3) open invitation to talk; 4) reflection of feelings; 5) paraphrasing, and 6) summarizing. In addition to this extensive training, each peer counselor is linked with a professional counselor as a resource and potential referral source.

Summary

The overall scope of the presentation was broader than simply identifying

where peer counselors can provide effective services. Its substance was in introducing the essential elements of a peer counseling program. The key issue was to extend the services of the professional counselors by making available to students a non-threatening, para-professional link with other students.

Recorder: Vincent Castronuovo, Community College of Philadelphia

WORKSHOP 14

TOPIC: HOW TO EVALUATE YOUR SPECIAL PROGRAM

SPEAKERS: Helen Gilmore, Community College of Philadelphia

Thomas Hawk, Community College of Philadelphia

Cheryl Opacinch, Department of Health, Education and Welfare

Hawk began the workshop by providing background on the Community College of Philadelphia. He noted that program evaluation at the Community College of Philadelphia was in an evolutionary state. Initial evaluation efforts were similar to those which would take place during the first two years of any four-year college or university and tended to be college rather than program oriented. The emphasis on program evaluation came first in the financial area with careful costing exercises being carried out using NCHEMS models. The questions posed by the financial analysis of programs, particularly for the high cost programs, made it mandatory that a more comprehensive program evaluation take place.

Hawk noted that supporting the program evaluation at the Community College of Philadelphia was a complete on-line student data base. Computer files with on-line access were created for each student at the time they applied to the college. All information from the admissions file, including test score data, as well as academic performance and other types of data while at the college, are maintained in a mode where they are accessible on-line or overnight. This capability has dramatically increased the ability of the college to do effective and timely research on the characteristics of the students. Hawk suggested the following principles applied in carrying out effective program evaluation:

1. The program evaluation must reflect both the college mission and program goals and objectives. Without a base of program goals and objectives, it is not possible to effectively evaluate programs.

2. Not all educational outcomes can be readily measured by normal institutional data and collectional processes. Outcomes like student motivation, self-concept and personal growth, communication skills, development of survival skills, and community economic impact of the program are reasonable program goals which may not be routinely collected by institutional researchers.

3. The evaluation process must involve people at different levels in the institution. The faculty, program director and the academic administration, as well as the office of institutional research, must be involved in the process, as should the financial administration, advisory committees, senior administration, and the Board of Trustees. No one group or person can be responsible for all pieces of the program evaluation effort.

4. Program evaluation should start at the time that a program is conceived. Many of the potential outcomes from the program can be known in advance if careful market studies are done and a realistic assessment made of the need for the program and what the educational components of the program should be.

5. Program evaluation should be longitudinal in nature. It is only by observing over time what happens to students who go through the program that some real understanding of what the impact of the program has been can be had. One-time "snap shot" inter-program comparisons will be less effective than long-term examinations of one program.

6. The outcomes of all students, not just completers in a program, must be examined in the evaluation process. Non-completers are not necessarily the result of program failure, but the reasons for the non-completion must be carefully examined.

7. In order to have an effective program evaluation process, it must be carefully supported by the senior administration of the college. There are costs and staff requirements that cannot be met without the senior administrators' support.

Hawk suggested that in developing a program evaluation model, there were several steps to be carried out. First of all, all types of possible program outcomes must be considered. Program outcomes are usually in the general areas of student attitudes, student performance, and program performance. Hawk noted that a number of outcome taxonomies have been developed and were available in the literature to support program coordinators who are in the process of developing a complete statement of possible program outcomes for their evaluation effort.

The second step is then to develop possible measures for each of the desired program outcomes. Hawk noted it is frequently convenient for program evaluators to rely on existing institutional data and only evaluate those outcomes for which data is readily available. However, this may not result in a balanced assessment of what contribution the program is to the college, to the students, and to the general community.

Hawk stated it was extremely important to examine what the goals of the students were at the time they entered the institution. He noted that where student goals are inconsistent with program goals, this may, in fact, distort the outcomes of a program evaluation. The non-traditional student may or may not have as a goal the completion of a formal program offered by the college. Attrition studies frequently point to failure of programs to pass substantial numbers of students through them without recognizing the fact that the students may never have intended to complete the program. Hawk cited the Texas Community College System of program evaluation, using student goal statements, as one way of finding out student aspiration prior to entering a program. Hawk reviewed a wide range of program evaluation measures in place at the Community College of Philadelphia and suggested sources for getting help in implementing some of these measures.

Opacinch emphasized that there were two components to program evaluation research: the process of evaluation and the methodology. A critical component of the process evolves the question of why programs should be evaluated. What information does the evaluator need to know? What implications does the evaluation process have for institutional change? Mindless evaluation without institutional support for the usage of the outcomes is probably a waste of institutional resources. Opacinch suggested working from a paradigm and developing program evaluation hypotheses. She suggested that program objectives could be developed in a number of areas such as student attitudes, student knowledge, student skills, institutional outcomes, community outcomes. These specifically stated objectives could then be measured by standard statistical processes to determine the impact of the program's operation. Opacinch discussed some standard statistical procedures which could be used in the process of program evaluation and noted that reluctance to attempt easy statistical processes can, in fact, impair otherwise effective program evaluation efforts. If the hypothesis is carefully stated, there is no reason why the actual statistical analysis cannot be easily accomplished.

Gilmore discussed some specific factors to consider in program evaluation of a special program. She emphasized the need to have the evaluation effort tied to changes made to the special programs. Unnecessary or redundant program evaluation efforts should be avoided. She provided a checklist of criteria to be considered in a special project evaluation and noted that much of the information could be available on a routine basis within the institution, if the need to evaluate a special program is recognized and planned for at the time of program initiation.